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ABSTRACT

With Perkins tech prep funds, Lee College (Baytown, Texas), working with the Gulf Coast Tech Prep Consortium and the Goose Creek Consolidated Independent School District, developed a school-to-work apprenticeship model for tech prep programs. An advisory committe provided guidance in identifying targeted apprenticeable jobs, program content, and program sequence. The two targeted occupations were law enforcement and process operator in the petro-chemical industry. Activities such as worksite tours were designed to give teachers/instructors hands-on experiences to enable them to link classroom instruction to the workplace. Two DACUMs (Developing a Curriculum process) were conducted to help identify specific knowledge and skills needed for the targeted occupations. Career awareness activities were conducted to educate students and their parents about the youth apprenticeship program. The project developed occupational programs into full tech prep programs by having signed articulation agreements between Goose Creek school and Lee College, developed 6-year courses of study for students in grades 9-14, and obtained full participation of business and industry in developing the program. (The 18-page report is accompanied by these appendixes: general project information, including articulation agreements; curriculum and internship information, including lesson plans and completed internship evaluations; proposed 1994-95 high school program; and formative evaluation results.) (YLB)

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ED 395 179

School-To-Work Apprenticeship

Lee College

Baytown, Texas

1993-1994

CE071632

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Project Manual

June 1994

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INTERIM PROJECT REPORT

LEE COLLEGE
SCHOOL-TO-WORK APPRENTICESHIP

A 1993-94 MODEL PROJECT
FUNDED THROUGH

SUPPLEMENTAL ACTIVITIES TO SUPPORT
TECH PREP ASSOCIATE DEGREE PROGRAMS THROUGH
CARL D. PERKINS VOCATIONAL AND
APPLIED TECHNOLOGY EDUCATION ACT OF 1990

Submitted through Tech Prep, Category 1700:Tech Prep Supplemental Activities

The request for proposal established the following guidelines:
Consortia may apply for funding to develop and validate a school to-work apprenticeship model for Tech Prep programs which emphasizes youth apprenticeship and which results in a post-secondary apprenticeship certificate (with or without the award of an associate degree) defined by business, industry, and labor. The project must coordinate with other youth apprenticeship initiatives in Texas.

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PART I: NEED FOR THE PROJECT

At the age of 16 the average German - or Austrian, or Swiss, or Danish - young person begins the transition to adulthood: leaving compulsory secondary school and entering the world of work (Nothdurft, 1990). This workforce learning is designed to gradually replace classroom learning. Occupational and communication sills are stressed and therefore strived. As a result, Germany is producing high-skilled workers who are prepared for economic competitiveness.

In contrast to this, the average American 16 year old has either dropped out of school or is "hanging-on" with the help of a non-significant part-time job that is not related to a real world career. Unfortunately, a majority of the students "hanging on" will succumb to the lure of making what they consider "real money" and drop out of school. This is compounded by the fact that society has not offered much of an alternative. After moving from one low paying job to another, they might eventually find steady employment. But the skills they have acquired will never allow them a high paying job.

Workplace skills of students not planning to pursue a four-year degree are frequently ignored. Students are guided by counselors to take the less rigorous route through school. Challenges in their academics are minimal and occupational skills are generally overlooked. Thus with the non-college bound student graduates, decent wage jobs are usually unobtainable. It is estimated by the year 2000 only 30 percent of jobs will require a four-year degree. However, the remaining 70% of jobs are critical to our economy and our future. Most of these jobs -- and practically all jobs providing good earnings -- will require a better foundation of academic skills than our high schools now provide graduates and some form of significant learning beyond the twelfth grade (Glover,1993).

Business/Industry is also guilty of neglecting the non-college bound high school graduate. As a rule they prefer to hire "college drop-outs" in their mid 20's who have matured and have some work experience. According to the Commission of

the American Workforce, 90% of employers surveyed ignore high school diplomas, believing graduates to be no better qualified than dropouts, and 98% never examine high school transcripts, believing the coursework to be irrelevant to their needs (Magaziner,1990). If 18 year old's are ever going to be seriously considered for high paying, entry-level positions, schools will need to communicate with business/industry about what skills are needed for today's labor market. There must be a close relationship between these two entities.

To be competitive in a global economy, America must develop a highly skilled, technical workforce. All of our young people need the skills and training to move form school into the workplace. TechPrep -- a method for education which requires cooperation among secondary and post-secondary schools and business and industry to develop a sequence of coursework and workplace experience from high school through the community college to prepare students for the technical jobs of the twenty-first century -- has expanded rapidly across the country within the last few years to address the needs of students and industry.

Youth Apprenticeship is one alternative to educating youth who do not plan on entering a four-year college. Apprentices are provided with on-the-job training related to academic classroom instruction. It is proven that when students see how a subject they are studying relates to a specific job, they become motivated to learn. Another aspect of youth apprenticeship is apprentices earn while they learn. Wages increase with skill levels, thus motivating the apprentice to learn. It is also a means for schools and businesses to work closely together to provide the entry level skills needed in today's workforce.

Lee College and the Goose Creek Consolidated Independent School District are located in Baytown which support a highly industrial, petro-chemical job market; Exxon Chemical and Exxon Refinery being the largest. The Youth Apprenticeship Program concept was conceived with the pretence that business/industry in the area would logically support the program. Thus was born the Lee College School-To-Work Apprenticeship Model Program.

REFERENCES

Glover, Robert W. *Apprenticeship for American Youth: The Promise and Challenge"*, submitted for publication to TDC Newsletter. Buckport, Maine, 1993.

Magaziner, Ira. *Closing the Skills Gap: The Case for Youth Apprenticeship.* presentation at the Conference on Youth Apprenticeship, American Style, Washington, D.C., December 7, 1990

Nothdurf, William E. and Jobs for the Future, *Youth Apprenticeship, American Style: A Strategy for Expanding School and Career Opportunities.* Report of a Conference, Washington D.C., December 7, 1990

PART II: PROJECT GOALS AND OBJECTIVES

With Perkins Discretionary Tech Prep Supplemental Funds, Lee College, working with the Gulf Coast Tech Prep Consortium and the Goose Creek Consolidated Independent School District, planned to develop and validate a school-to-work apprenticeship model for Tech Prep programs. Lee College and Goose Creek CISD had already begun work to develop a school- to- apprenticeship agreement with the Bureau of Apprenticeship and Training. These educational partners were to work closely with local business and industry and the Gulf Coast Quality Workforce Planning Committee to establish the needed competencies for work and the curriculum for training at both the work site and in the classroom. This project was designed to develop quality training that produces the desired skill outcomes for both students and employers.

This program was designed to provide students with:

- career development activities for middle school and early high school students
- a clear, logical sequence of high school coursework to prepare students for acceptance as an apprentice in business or industry
- youth apprenticeship placement for students at the 11th or 12th grade level
- full apprenticeship employment upon graduating from high school
- related post-secondary coursework part time at the community college level culminating in a certificate and/or associate of applied science degree
- certification upon completion of the full apprenticeship program

Each occupation was to require a different sequence of career development, work experience, and different related instructional activities (See Appendix 1, page 31). This sequence would be appropriate for a 12th grade youth apprenticeship in occupational fields where employment of the youth part time is feasible. Other apprenticeship programs may be able to start part time employment in the 11th grade; still others, not until after high school graduation.

Specific objectives for this program included:

Objective I - Identify apprenticeable jobs within local business and industry. Secure commitments from employers to provide apprenticeship opportunities for youth and recent high school graduates.

Activities included:

Presentations to local business and industry
Brochures outlining the program
Development of local advisory committee
Meeting with employers from listed jobs to determine interest
Securing commitment to participate from employers

Objective II - Conducting professional development for teachers, counselors, and administration to help them become more familiar with the needs of the modern workplace and to enable them to teach the required skills more effectively.

Activities included:

Teacher/instructor workshop on general apprenticeship information
Workshops for teachers/instructors on curriculum development
Provide teachers/instructors/counselors with worksite experience
Plan and implement worksite tours with local business and industry
Develop mentoring partnerships between industry and teachers

Objective III - Identify the basic academic and technical skills needed for successful entry into apprenticeships within career fields (grades 9-12). Establish industry skill standards for school-to-work apprenticeships, linking them to national and state skill standards.

Activities included:

Conduct DACUMS as needed
Verify skill competencies by local business and industry
Develop classroom curricula to meet the needs for academics, theoretical and technical skills
Develop apprenticeship on-the-job skill development program
Use curricula in the classroom setting
Evaluate and revise curricula as needed

Objective IV - Improve career awareness and development of students and their parents so students will consider apprenticeship as a viable educational opportunity. Provide preparatory coursework at the high school level that will equip students to enter the apprenticeship program at the 11th, 12th, or 13th grade.

Activities included:

Develop and implement career awareness activities for elementary, middle school and high school levels
Classroom presentations by Craftsmen trained through apprenticeships
Teach academic subjects with applications

Objective V - Establish a system for documenting basic skills of students to employers who will use the information for hiring decisions. Develop procedures to assess and certify the skills of those who complete each stage in the apprenticeship training.

Activities included:

Develop authentic assessment tools that would effectively measure a student's academic and technical competencies to enter each level of apprenticeship and then communicate that assessment to employers

Objective VI - Secure validation of the apprenticeship program with the U.S Department of Labor Bureau of Apprenticeship and Training.

Activities included:

Submit Tech Prep School-To-Work Apprenticeship to the Bureau of Apprenticeship and Training for validation

Objective VII - Develop one or more school-to-work apprenticeship programs as a Tech Prep model and obtain approval for each new program or revision from the Tri-Agency (Texas Higher Education Coordinating Board, the Texas Education Agency, and the Texas Department of Commerce.

Activities included:

Submit the school-to-work apprenticeship certificate or AAS program with Tech Prep option to the Tri-Agency for approval

Objective VIII - Compile information from this project -- program design, implementation strategies and results -- into a project manual which will be made available to all Texas Tech Prep Consortia interested in replication of this project.

Activities included:

File all evaluation reports, forms, and surveys with the project coordinator
Two conference presentation will be made about the project
Compile project manual

In the development of this model program for school-to-work apprenticeship, several of the goal and objectives of the Master Plan for Higher Education: Career and Technical Education were addressed and implemented:

Goal I Students and Adult Learners. Meet the needs of Texas for world class education and training, ensuring that all learners acquire the knowledge and skill necessary for success in the workplace and society.

Objective I-2 Colleges will implement new linkages among educational systems, particularly regarding the development of Tech Prep programs and other school-to-work transition initiatives.

Objective I-3 Colleges will develop and improve program curricula and instructional methods to assure the integration of academic and technical education.

Objective I-8 Colleges will work with other education and training providers to assure efficient and effective assessment and referral of students.

This youth apprenticeship program was created to meet the needs of students by providing school-to-work transitions, integrating learning and ensuring job placement for students through skill certification.

Goal II Business, Industry, and Labor. Meet the needs of Texas business, industry and labor for an educated and skilled, globally competitive work force.

Objective II-1 Support responsive technical education program development and improvement to meet the needs of business, industry, and labor.

Objective II-3 Colleges will create methods to inform employers of student learner skills and competencies.

Objective II-4 Colleges will increase the input of business, industry and labor.

Objective II-5 Colleges will increase private/public cooperative efforts to maximize use of education and training resources.

This apprenticeship model was developed with a close partnership from business and industry who helped set the basic skills needed for entry into the program, establish the skill standards for each occupation and provided on-the-job training leading to career advancement.

PART III: PROJECT ACTIVITIES

The Lee College School-T0-Work Youth Apprenticeship Program was fully funded in July 1993. Implementation of the program began at that time.

STAFFING:

Through regional advertising and notification, a coordinator was located to begin implementation of the project by (1) coordinating the efforts of secondary and post-secondary schools with business and industry in curriculum and worksite experience development, (2) compiling necessary information for program approval/revision application, and (3) documenting the development of the project so that others might replicate its effort (See Appendix 1, page 20, for job description). Lee College provided office space, equipment and all business office and personnel support for this project.

The Lee College counseling staff was also available to coordinate with Goose Creek school counselors to help students make transitions form high school to college. The placement office was available to assist students in securing job placements. Financial aid was also available for students who were interested.

In January 1994, permission was obtained to add a quarter time clerical staff person to assist with the project.

ADVISORY COMMITTEE:

As soon at the project coordinator was on the job, an advisory committee was formed to provide guidance for the project throughout the year. This committee was composed of representatives from participating schools and business and industry:

Four Lee College representatives from:
- Vocational/Technical administration
- Vocational Faculty

Two school district representatives from:
- Goose Creek Consolidated Independent School District

Six business and industry representatives from:
- Baytown Police Department
- Exxon
- Houston Light and Power
- Miles Corporation
- Houston Business Roundtable

One Department of Labor, Bureau of Apprenticeship and Training Representative

One Gulf Coast Tech Prep Consortium representative

One Gulf Coast Quality Workforce Planning Committee Representative

The committee provided guidance with targeted apprenticeable jobs, program content, and program sequence. (See Appendix 1, pages 21-25)

EMPLOYER READINESS - After occupations were targeted, gaining commitment from employers to accept youth apprenticeship was the main focus for the coordinator. Letters were written and meetings with business and industry were scheduled. Recruitment was designed to inform business and industry the ideas and advantages behind a youth apprenticeship program.

Suggestions:

1. Secure names and addresses of local business and industry CEO's, managers, owners etc.... This can be done through phone calls, friends who may be employed by the targeted businesses and industries, the local Chamber of Commerce.
2. Prepare information concerning the program to present to employers during meetings. (brochures, packets, etc)

3. Prepare to be persistent. Keep in constant contact. Persistence will pay off!

Law Enforcement was one of the targeted occupations for the youth apprenticeship program. Although the Goose Creek school district did not have a law enforcement program, they were willing to implement one for the 1994-95 school year. Lee College offers an Associates Degree in Law Enforcement and the Baytown Police Department sponsors a police academy for their offices housed on the Lee College campus. With all these factors in place, Law Enforcement was a logical place to start.

The police chief was contacted and a meeting was scheduled. Representatives from the college, school district and police department met to discuss the possibility of implementing such a program. The idea was accepted by the police department as being a positive influence in the education of students. Everyone felt that, not only would students benefit, but the entire community would benefit. An agreement is on file with Lee College, Goose Creek CISD and the Baytown Police Department. (See Appendix 1, pages 26-30, for program outline and agreement letter, Appendix 3, pages 72-80, for additional information)

Problems:

1. Budget for both the school district and police department
2. Finding someone with all the qualifications to teach the program (See instructor qualifications, Appendix 3, page 72)

The Petro-Chemical industry was the second targeted occupational cluster. Baytown and the surrounding area supports the largest petro-chemical pipeline in the United States. Exxon Refinery, Exxon Chemicals, Chevron and Miles being just a few of the major industries. After looking at the different jobs associated with the various companies and the educational programs at the high schools and college, Instrumentation was targeted.

The names of several supervisors in Human Resources and Training were obtained. These persons were contacted, and meetings were scheduled. The initial response was positive coupled with apprehension. Most of those contacted did not feel the petro-chemical industry as a whole was ready for a youth apprenticeship because it would involve hiring high school students.

This aspect of the program was the hardest to convince employers that the program was valid and there were benefits to gain by all those involved. In June of 1994 word was received that Exxon was willing to participate. Process operator is the targeted job field. This is a major breakthrough and will be a first for Exxon.

Problems:

1. No one wanted to hire 18 year old high school students or recent graduates. Safety and liability were factors due to the fact they would be working in a hazardous occupation. Employers also preferred to hire a college graduate and or drop-out that was in their mid 20's. This type of person was considered to have matured and settled down, thus being less a safety concern.

2. Although instrumentation was targeted, the petro-chemical industry felt that process-operator would be a better place to initiate the program. This was agreed upon by all parties involved. Compromise is a must!

3. Time. The petro-chemical industry took the longest time to enter the program. CEO's and lawyers needed to approve all aspects of the program before approval to talk about implementation could be given.

TEACHER/INSTRUCTOR DEVELOPMENT

Public school teachers and community college instructors have rarely had extensive business or industrial experience, and those who have had the experience in the past have frequently lost touch with the current world of work. Activities were therefore designed to give teachers, instructors, counselors and administrators hands on experiences that enabled them to link classroom instruction to the workplace.

Specific activities included:

1. Worksite tours - The purpose of this activity was to allow high school and college instructors the opportunity to meet with persons in business and industry to discuss specific job skill needs. Thirty instructors from the high schools and college toured and talked with persons from Exxon Refinery, the Baytown Police Department and BayCoast Hospital. They were able to talk one-on-one with each other as to what specific skills were needed at both the high school and college level in order to acquire entry level positions in business and industry. The tours were scheduled to last 5 hours with one and 1/2 hours at each site plus travel time.

   Problems: Many teachers felt there needed to be more time at each site for questions and answers. This needed to be an all day activity.

2. Curriculum writing workshops - High school and college instructors met in March of 1994 to discuss plans for a curriculum writing workshop to be conducted the first week of June 1994. Applied math and science were targeted. The first week of June, a curriculum writing session was sponsored by the college and attended by a total of 30 high school and college instructors. Applied math, science, and communications curricula were written. Emphasis was placed on linkages between the high schools and college curricula. (See brochure, Appendix 2, pages 41-42)

Problems: 1) Goose Creek CISD teachers were not allowed time during the school year to develop curriculum. Board Policy prohibited a teacher form attending workshops during the school day. Because of this the curriculum writing workshop took place in June after school was out. 2) Finding time when all parties involved could meet all day for at least two days.

3. Summer Internships for high school and college instructors - Seven high school and three college instructors were placed with mentors in local business and industry to participate in worksite experience internships. Interns were allowed to work 8 hour days for a total of 19 days. This experience allowed instructors to opportunity to work in their area of instruction with participating business and industry in order to bring information gained back to their students. Instructors were asked to design a lesson at the end of their experience that would "entice" an elementary or middle school student to enter the field where they did their internship. (See brochure, lesson plans, and evaluations, Appendix 2, pages 43-70)

CURRICULUM DESIGN AND DEVELOPMENT - Two DACUM's were conducted to help identify specific knowledge and skills needed for the two targeted occupations. A Law Enforcement DACUM was help in April of 1994 and a Process Operator DACUM was held in June of 1994. Other DACUM's were held previously that pertained to Instrumentation.(See DACUM chart, Appendix 1, pages 38-39)

Problems - Securing a panel for a DACUM should start at least 3-4 weeks prior to the day of the DACUM. It is also advisable to secure more than the suggested number because of the possibility someone will have to cancel at the last moment.

STUDENT PREPARATION - Career awareness activities were conducted to educate students and parents about the youth apprenticeship program. Specific activities included:

1. Visiting 8th grade students and telling them about the Law Enforcement program that would be available to them beginning the 1994-95 school year. Six-year plans were made available to students and their parents. Five junior high campuses were visited with over 200 students participating.(See Appendix 1, pages 35-37 for six-year plans)

2. Adult apprentices from Exxon Refinery made presentations to juniors and seniors at the career center, discussing their experiences as apprentices.

3. Applied math, science, and communications courses are taught to high school students in Goose Creek Consolidated ISD. These courses are designed to further develop a students basic skills in reading, mathematics, science, and communication needed for employment.

ASSESSMENT - One of the aims of this model apprenticeship program was to increase communication between schools and work so that a students performance in school has direct influence on his success on the job. This communication will lead to the development of a curricula that will better prepare students for work, and it will also lead students to see the connection between school and work. To accomplish this connection, schools must develop (1) authentic assessment tools to measure the knowledge and skills needed at each level of apprenticeship. (2) a system for conveying that information about a students performance in school to hip prospective or current employer.

Note - This step of the program was not completed due to the amount of time spent on designing the basics of the program and getting employers to buy into the idea of youth apprenticeship. Exxon received approval for the program in late June, which was too late to prepare any type of assessment and the Law Enforcement program is still in the infant stage.

VALIDATION

By working closely with representatives from the U.S. Department of Labor, Bureau of Apprenticeship and Training, the staff working on this project aimed at gaining full validation for one or more of the targeted occupations as a model school-to-work apprenticeship.

Problems - Time constraints. Again teachers involved in the Law Enforcement program had to wait until summer before they could meet with college instructors and employers to develop on-the-job sequencing which is mandatory for program approval.

PROGRAM APPROVAL/REVISION

The goal of this project was to develop one or more occupational programs into full Tech Prep programs by having signed articulation agreements between Goose Creek schools and Lee College, develop six year courses of study for students in grades 9 through 14 and obtain full participation of business and industry in developing the program.

All three goal were achieved. Articulation agreements between Goose Creek schools and Lee College were signed for law enforcement, instrument repair, and process technology. Six-year course plans were developed, and full participation in developing the program by the Baytown Police Department and Exxon was obtained. (See Appendix 1, pages 32-37)

Lee College will prepare and submit an application for new program approval and/or revision to the tri-agency (Texas Higher Education Coordinating Board, the Texas Education Agency, and the Texas Department of Commerce) at the end of this grant period.

STATEWIDE DISSEMINATION

All the activities and strategies that were successful in developing the school-to-work apprenticeship program have been carefully documented in this project manual by the project coordinator. This manual will be printed and make available to Tech Prep Consortia throughout Texas. Furthermore, project participants will be available to speak at area and statewide conferences on their experiences in developing this apprenticeship program.

EVALUATION

Evaluations were ongoing throughout this project between Lee College administrators, Goose Creek CISD administrators and teachers, business and industry, the Advisory Committee, and the Project Coordinator. Please refer to Appendix 4, pages 82-91, for revisions and comments to the original plan of operative based on this formative evaluation.

A full summative evaluation will be conducted Spring 1995.

APPENDIX 1

GENERAL PROJECT INFORMATION

APPRENTICESHIP COORDINATOR
PROPOSED JOB DESCRIPTION

Under the direction of the Dean of Vocational/Technical Studies, the coordinator shall be responsible and provide leadership for all activities related to the school-to-work apprenticeship project.

Duties:

1. Implement approved plan of operation.
2. Execute operation budget per Lee College's fiscal policies and procedures.
3. Prepare and disseminate all requisite reports, correspondence and curriculum materials.
4. Convene and facilitate all advisory committee meetings.
5. Plan, complete, document, and report all evaluation activities.
6. Coordinate all staff and curriculum activities associated with the approved plan of operation.
7. Work with the U.S. Department of Labor Bureau of Apprenticeship and training to secure validation of school-to-work.
8. Work with Lee College faculty and administrators, Goose Creek CISD staff, and business and industry to compile all needed documentation for application packet for program approval/revision.
9. Disseminate project information through presentations and newsletters.
10. Complete and maintain all records of this project. Assure that duplicates are filed in Dean of Voc/Tech's office.
11. Compile activities, evaluations, and reports in a project manual. Make available to other Tech Prep Consortia.

Qualifications:

Bachelor's degree in vocational/industrial education or closely related field.
Three years of recent experience in teaching and/or preparation of curriculum and instructional material.
Experience in apprenticeships or school-to-work programs preferred.

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SCHOOL - TO -WORK
APPRENTICESHIP
ADVISORY COMMITTEE MINUTES
NOVEMBER 30, 1993

The second meeting of the Advisory Committee for the School-to-Work Apprenticeship project was held in the Technical/Vocational building, room 205, at 1:00 on Tuesday, November 30, 1993. This meeting was held in two parts as decided upon in the last meeting. The first meeting dealt with the Petro-Chemical Industry and the second part of the meeting dealt with Law Enforcement.

PETRO-CHEMICAL MEETING:

Members present included Art Aamoth, David Barrett, Eileen Booher, Kenneth Emery, Sally Griffith, Susan Griffith, Steve Johnson, Dean Wilks, and Zane Wright.

Summary of Topics Discussed

1. Exxon's interest in working with the project.
2. What type of hooks are needed to get industry involved in the program./

Conclusions

1. Exxon need more time in which to make presentations to lawyers and others in the corporation. Miles Corporation will be able to discuss the project further after the first of the new year.
2. A report will be made that will include the advantages to and industry that uses youth apprentices.

Part one of the meeting was adjourned at 2:35.

LAW ENFORCEMENT

The second half of the Advisory Committee meeting was held at 2:45pm in room 205 of the Technical/Vocational Building on Tuesday, November 30, 1993.

Members present included Eileen Booher, David Barrett, Kenneth Emery, Captain Ericson, Sally Griffith, Susan Griffith, Chief of Police Charles Shaffer.

Topics Discussed

1. Jobs that could be apprenticeable in the Baytown Police Department. Several jobs were considered such as front desk, dispatch, jail, communications, community service.
2. Course description to be taught at the high school level, related courses to be taken and how the class would be taught in conjunction with apprenticeship.
3. Who would teach the class and how they would be paid. The teacher that would teach the class must have a provisional certificate, be Technical and Industrial certified and have at least 3 years experience in the field. The committee discussed the possibilities of a officer teaching the class. Pay was another topic.

Conclusions

1. The committee decided to discuss this in depth at a later time after the police department had more time to discuss the possibilities among themselves.
2. Please see the attached proposed sequence of courses.
3. This was tabled until more research could be some on the different possibilities a salary could be handled.

The next meeting will be held towards the end of February. A definite date has not been scheduled at this time. Time and date will be sent out as soon as that date is determined.

Meeting was adjourned at 3:45pm.

Respectfully submitted,

Susan Griffith

c Sally Griffith
Johnette Hodgin

School-To-Work
Apprenticeship
Advisory Committee Minutes
September 29, 1993

The first meeting of the Advisory Committee for the School-To-Work Apprenticeship project was held in the Technical/Vocational building, room 119, at 12:00 noon on Thursday, September 19, 1993.

Members present included Karen Baird, Eileen Booher, Ken Emery, Sally Griffith, Susan Griffith, David Griffith, Johnette Hodgin, Dean Wilks, and Dennis Topper.

Guest present was Jose Estrada from Exxon Refinery; Baytown.

Susan Griffith began the meeting with a welcome and a thank you for participating in the School-to-Work Apprenticeship project. Members introduced themselves.

Susan Griffith gave a brief overview of Youth Apprenticeship and passed out handouts that dealt with Youth Apprenticeship in other states and countries. It was also explained that this grant was the only one of its kind in Texas and that this project would be a "how to" model for other community colleges or school districts to use.

After introduction and overview the table was open to discussion as to what would be necessary to make the project work.

Summary of Topics Discussed

1. What students will be targeted for this project? When will they start and when will they complete the program? What will they have to show for it?
2. What employers/areas do we target for this project?
3. Hiring of 18 year old in the Petro/Chemical Industry. Common practice in industry is not to hire 18 year old.
4. Would it be possible to hire 18 year old through the Youth Apprenticeship program? If so, how?
5. How would this program tie into secondary education?
6. What areas do schools need to target with students in conjunction with this project?

Decisions Reached

1. All students would have an equal chance to participate in the program, but it would probably appeal to those students not planning on attending a four year college/university.

Decisions Reached: Continued

2. At the end of the program the student(s) will have received a high school diploma, Certificate of Completion of Apprenticeship, and an Associates Degree. Further education will be encouraged.
3. Employers to be targeted would include Petro/Chemical Technology and Law Enforcement.
4. Summer work with a contractor was a possible way of hiring 18 year old in the petro/chemical area. Operators needed to have mill-write skills along with the skills necessary to be an operator. Contractor and Labor Union representatives would be invited to the next meeting.
5. Youth Apprenticeship could easily tie into the Tech-Prep program now in progress in the Baytown high schools.
6. Schools would target those areas that industry felt was needed to produce a quality employee. i.e.: Communication skills, writing skills, math skills etc.... DACUMS would be done as necessary.

The Advisory Committee decided that the next meeting should be held in two sessions; one session would be with Petro/Chemical, Labor Union, and Contractor representatives and the other session would be help with Law Enforcement representatives. Date and time of meeting was to be determined after contacts were made with the above mentioned representatives.

Meeting was adjourned at 2:00 p.m.

Respectfully submitted,

Susan Griffith

c Sally Griffith
Johnette Hodgin

SCHOOL-TO-WORK APPRENTICESHIP AGREEMENT

BETWEEN

GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

LEE COLLEGE

" COMPANY NAME "

AND

THE BUREAU OF APPRENTICESHIP AND TRAINING

PURPOSE: The purpose of this program is to effectively use the resources available in the Gulf Coast area to assist students in making the transition from Goose Creek CISD secondary academic and technical education to apprenticeship in the competitive world of skilled occupations with related coursework at Lee College. This program is also intended to enhance the career opportunities of students who are participating in TECH PREP, as authorized under the Carl Perkins Vocational Education Act.

GOAL: The goal of this program is to provide a continuum of education and work experience for students in GENERAL AND VOCATIONAL EDUCATION. The students will be enrolled in registered apprenticeship programs to the greatest extent possible. Only those students in registered programs will receive credit toward a U. S. Department of Labor Certificate. Upon graduation from high school students would be employed in business or industry under an apprenticeship agreement. Related instruction leading to a certificate or associated degree would be provided at Lee College.

OBJECTIVES: The primary objective is to place students in the 11th or 12th grade of high school, in youth apprenticeship programs for approximately 20 hours per week, while receiving regular classroom instructions in applied and related subjects, for the required number of classroom hours.

Responsibility of the Educational Partners: Lee College and Goose Creek Consolidated Independent School District will schedule the first meeting of this partnership to:

* Establish a School-to-Work Transition Advisory Committee

Subsequent educational activities will include:

* coordination counseling activities from elementary through college that provide career awareness and career and academic counseling/advising;
* working with _____ to identify basic academic and technical skills needed for successful entry into apprenticeships;

* designing and implementing instructional systems that meet _____ identified needs;
* establishing a student assessment system and means to communicate student proficiency to _____;
* developing a 6 year plan (grades 9-14) that presents a coherent sequence of courses that leads to high school graduation, post-secondary certification, an associate degree, and employment as an apprentice; and
* developing job placement for 11th or 12th grade that will lead to employment as apprentices with concurrent community college enrollment.

Responsibilities of the Bureau of Apprenticeship and Training:

1. Assist the sponsors in establishing a registered Apprenticeship Program in traditional and non-traditional occupation.
2. Serve as a resource person in securing information on the Federal/State regulations, which directly effect the participants in the program.
3. Where appropriate assist program sponsors in avoiding conflicts with Collective Bargaining provisions.
4. Serve as a catalyst in bringing together all available resources required to train the staff in the promotion of the program.
5. Develop generic apprenticeship standards for the use of the Independent School Districts and cooperating employers.
6. Seek out new occupations, which may be developed into eligible and registered status (apprenticeable).
7. Assist sponsors in developing a delivery system which will provide equal opportunities for all participants regardless of gender, ethnic background or religious belief.

Responsibilities of Goose Creek CISD and Lee College:

1. Designate representatives to serve on the apprenticeship advisory committee.
2. Provide accounting, record-keeping and logistical support.
3. Provide instruction, scheduling, facilities, and transportation support (where possible).
4. Provide teachers to develop needed academic and technical curricula.
5. Prepare quarterly reports (within its oversight function) initially, to track trends in the developing programs.

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Duties of "Company Name":

1. Designate representatives from _____ to serve on the apprenticeship advisory committee.
2. Provide on-the-job apprenticeship opportunities.
3. Provide mentors for the student apprentices.
4. Provide private sector perspective for "real world" conduct by the program participants, this may be accomplished by means of:

    a. Practice job interviews (Selection Procedure)
    b. Presentations
    c. DACUM participation
    d. Tours

The BAT, _____, Goose Creek CISD, and Lee College agree to cooperate in forming this partnership, and will in the divisions of tasks jointly develop any "Memos of Understanding" to control the details of the program.

The proposed project will significantly impact the area and would serve as a model project for the state of Texas in developing and implementing school-to-work apprenticeship programs. Therefore, as budget constraints allow, the partners will maintain and continue this project.

_____ _____

Bureau of Apprenticeship and Training Date

_____ _____

Goose Creek CISD Date

_____ _____

Lee College Date

_____ _____

"Company Name" Date

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WHO IS THE PROGRAM FOR?

- Employers, students, teachers, parents

WHAT IS THE YOUTH APPRENTICESHIP PROGRAM?

- A way for students to gain a better grasp of what the real world expects of them
- An opportunity to earn money while learning
- Integration of academic and real-world skills
- A way for students to expand their career options

WHEN WILL THE APPRENTICESHIP BEGIN?

- Junior year - job shadowing
- Senior year - formal apprenticeship

WHERE WILL THE PROGRAM BE LOCATED?

- Local high school or career center
- Within local business and industry through on-the-job training

WHY IS THERE A NEED FOR A YOUTH APPRENTICESHIP PROGRAM?

- Better prepare students for life outside school
- Better prepare students for all the career options available
- Give students the opportunity to learn first hand how business operates
- To ensure students are prepared for today's competitive world market

HOW DOES THE PROGRAM WORK?

- Career exploration begins in grades K through 8
- Students choose a career option available in the 9th grade
- Students prepare with academic classes appropriate for that career
- Job shadowing in the 11th grade
- Apprenticeship in the 12th grade
- Apprenticeship continues while student is working on an associates degree

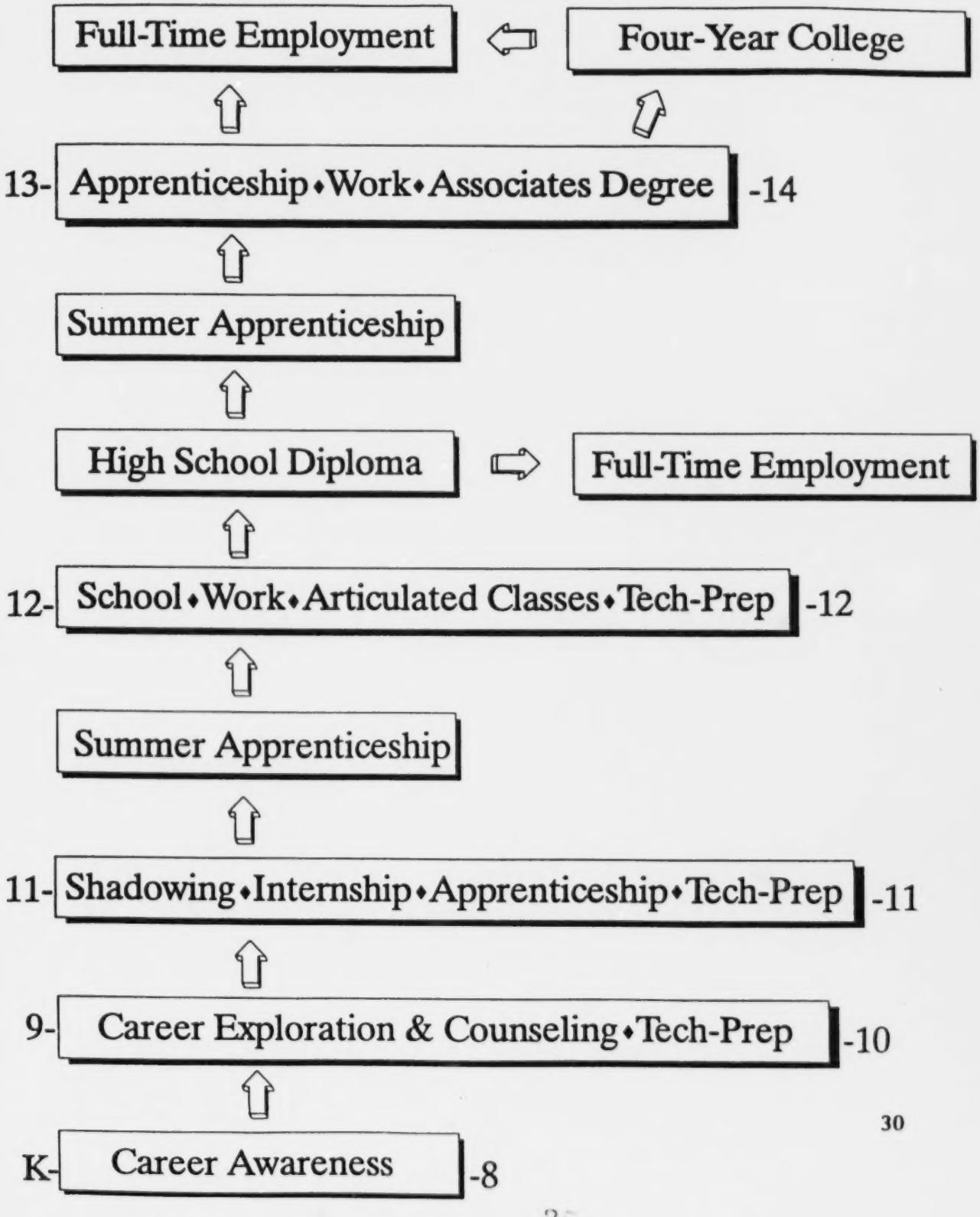
HOW DOES THE PROGRAM BENEFIT THE STUDENT?

- Wages will increase as their skills and ability increase
- Select classes in high school will articulate with classes at the Community College
- Communication, decision-making, leadership and technical skills necessary for all of today's jobs will have been acquired

HOW DOES THE PROGRAM BENEFIT THE EMPLOYER?

- Employer will be a part of the program development
- Employer will have an employee that they have helped to train to meet their specific needs
- Cut down on in house training after an employee has been hired

Youth Apprenticeship



Sequence of Student Activities

Grade Level	3 - 8	9	10	11	12	13	14+
Career Experience	Career Awareness	Career Planning	Career Exploration	Career Commitment/ "Shadowing"	Youth Apprenticeship (15-20 hours per week)	Youth Apprenticeship (15-20 hours per week)	Youth Apprenticeship (15-20 hours per week)
Related Instruction Academic	Basic Academic Skills	Academic Skills with Technical	Academic Skills with Technical Applications	Academic Skills with Technical Applications	Academic Skills with Technical	Career Specific and Advanced Academic Skills	Advanced Academic Skills
Related Instruction Technical			Basic Technical	Career Specific Skills		Advanced Theoretical and Technical Skills	Advanced Theoretical and Technical Skills

TECH PREP PROGRAM
ARTICULATION AGREEMENT

We, Goose Creek Consolidated Independent School District and Lee College, are committed to working together to plan, design, and implement a tech prep program in the Law Enforcement program area.

Our goal is to develop a tech prep program that will ultimately meet the following minimum requirements:

1. A six-year program of study beginning in the ninth grade of high school and leading to an associate degree with advanced skills from a public community or technical college;

2. A cooperatively-developed (business, industry, labor, secondary, and postsecondary), competency-based technical education curriculum which integrates academic and technical competencies effectively;

3. Graduation plans or programs of study which specify a coherent sequence for technical and general education courses that span secondary and high education levels;

4. College-preparatory general and technical coursework;

5. Student competence in critical thinking skills and application of mathematics, science and communication skills, as well as integration of technical and academic skills applicable to the workplace;

6. Student workplace basic skills (defined in the Secretary's Commission of Achieving Necessary Skills (SCANS) report);

7. Integrated workplace and classroom learning experiences which provide theoretical and applied instruction and practical experience in a business or industry which connects to the area of study;

8. Opportunities for advanced technical skills training and/or baccalaureate study; and

9. A coordinated delivery system for education and social preparatory and support services for students in order to ensure access to program participation and student achievement.

We understand that in signing this agreement we are neither assuming any fiscal responsibility for project funds nor ceding local authority for program decisions.

Superintendent Goose Creek CISD	Date	Lee College President	
Tech Prep Contact Person	Date	Dean, Vocational/Technical Studies	Date

TECH PREP PROGRAM
ARTICULATION AGREEMENT

We, Goose Creek Consolidated Independent School District and Lee College, are committed to working together to plan, design, and implement a tech prep program in the Instrument Repair program area.

Our goal is to develop a tech prep program that will ultimately meet the following minimum requirements:

1. A six-year program of study beginning in the ninth grade of high school and leading to an associate degree with advanced skills from a public community or technical college;

2. A cooperatively-developed (business, industry, labor, secondary, and postsecondary), competency-based technical education curriculum which integrates academic and technical competencies effectively;

3. Graduation plans or programs of study which specify a coherent sequence for technical and general education courses that span secondary and high education levels;

4. College-preparatory general and technical coursework;

5. Student competence in critical thinking skills and application of mathematics, science and communication skills, as well as integration of technical and academic skills applicable to the workplace;

6. Student workplace basic skills (defined in the Secretary's Commission of Achieving Necessary Skills (SCANS) report);

7. Integrated workplace and classroom learning experiences which provide theoretical and applied instruction and practical experience in a business or industry which connects to the area of study;

8. Opportunities for advanced technical skills training and/or baccalaureate study; and

9. A coordinated delivery system for education and social preparatory and support services for students in order to ensure access to program participation and student achievement.

We understand that in signing this agreement we are neither assuming any fiscal responsibility for project funds nor ceding local authority for program decisions.

Superintendent Goose Creek CISD	Date	Lee College President	Date
Tech Prep Contact Person	4/16/94 Date	Dean, Vocational/Technical Studies	4/28/94 Date

TECH PREP PROGRAM
ARTICULATION AGREEMENT

We, Goose Creek Consolidated Independent School District and Lee College, are committed to working together to plan, design, and implement a tech prep program in the Process Technology program area.

Our goal is to develop a tech prep program that will ultimately meet the following minimum requirements:

1. A six-year program of study beginning in the ninth grade of high school and leading to an associate degree with advanced skills from a public community or technical college;

2. A cooperatively-developed (business, industry, labor, secondary, and postsecondary), competency-based technical education curriculum which integrates academic and technical competencies effectively;

3. Graduation plans or programs of study which specify a coherent sequence for technical and general education courses that span secondary and high education levels;

4. College-preparatory general and technical coursework;

5. Student competence in critical thinking skills and application of mathematics, science and communication skills, as well as integration of technical and academic skills applicable to the workplace;

6. Student workplace basic skills (defined in the Secretary's Commission of Achieving Necessary Skills (SCANS) report);

7. Integrated workplace and classroom learning experiences which provide theoretical and applied instruction and practical experience in a business or industry which connects to the area of study;

8. Opportunities for advanced technical skills training and/or baccalaureate study; and

9. A coordinated delivery system for education and social preparatory and support services for students in order to ensure access to program participation and student achievement.

We understand that in signing this agreement we are neither assuming any fiscal responsibility for project funds nor ceding local authority for program decisions.

Superintendent Goose Creek CISD	Date	Lee College President	
Tech Prep Contact Person	Date	Dean, Vocational/Technical Studies	Date

Careers in Law Enforcement
Suggested High School Plan

9th	10th	11th	12th
Math	Algebra I or Geometry	Geometry or Algebra II	
English I	English II	English III	English IV
Science	Chemistry		Physics or Principles of Tech Gov/Economics
American History	World History		
PE/Athletics/Band	PE/Athletics/Band	Elective	Elective/Health
Career Major Courses			
	Introduction to Psychology and Advanced Social Problems in Psychology or Law	*Intro to Law Enforcement (equivalent to CRIJ 1301) *Microcomputer Applications (equivalent to DATP 1306)	*Law Enforcement Apprenticeship (3 hour block) (equivalent to CRIJ 1307)
Required for Recommended Graduation Plan			
Foreign Language Fine Arts Elective	Foreign Language	Foreign Language World Geography	

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For those not wishing to pursue the recommended graduation plan, these courses may be substituted with electives

Suggested Electives

Business Office Services
Advanced Social Problems in Psychology
Advanced Social Problems in Law

Associate of Applied Science in Law Enforcement
Lee College

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Students who followed suggested high school plan may receive 9 hours credit for courses astericked (*)

First Semester			
ENGL	1301	English Composition I	3
PSYC	1100	Orientation	1
PSYC	2301	Introduction to Psychology	3
*CRIJ	1301	Introduction to Criminal Justice	3
*CRIJ	1307	Crime in America	3
SOCI	1301	Introductory Sociology	3
			16
First Semester			
ENGL	2311	Technical Writing	3
PSYC	2318	Juvenile Delinquency	3
CRIJ	1306	The Courts and Criminal Procedure	3
CRIJ	1310	Fundamentals of Criminal Law	3
*DATP	1306	Intro to Microcomputer Systems	3
		Elective	3
			18
Summer Semester			
EMMT	1300	Emergency Care Attendant	3
SPCH	1315	Principles of Public Speaking	3
CRIJ	2328	Police Systems and Practices	3
SOCI	1306	Social Problems	3
		Humanities/Fine Arts	3
			15
Fourth Semester			
ESCI	1413	Environmental Science	4
CRIJ	2314	Criminal Investigation	3
CRIJ	2323	Legal Aspects of Law Enforcement	3
		Elective	3/4
		Elective outside of one's major	3
			16/17

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Total Semester Credit Hours 65-66

Careers in Instrumentation Technology: Intstrument Repair
Suggested High School Plan

9th	*10th*	*11th*	*12th*
Math	Algebra I or Geometry	Geometry or Algebra II	Algebra II (if not yet completed)
English I	English II	English III	English IV
Science	Science		Physics or Principles of Tech
American History	World History		Gov/Economics
PE/Athletics/Band	PE/Athletics/Band	Elective	Elective/Health
Career Major Courses			
	Construction Graphics	Manufacturing Graphics	*Vocational Electronics (2 hour block) (equivalent to ELTE 1410)
		*Microcomputer Applications (equivalent to DATP 1306)	
Required for Recommended Graduation Plan			
Foreign Language Fine Arts Elective	Foreign Language	Foreign Language World Geography	

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For those not wishing to pursue the recommended graduation plan, these courses may be substituted with electives.

Suggested Electives

Environmental Science
Computer Science I & II
Production Systems
Geology

Associate of Applied Science in Instrumentation Technology: Instrument Repair
Lee College

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Students who followed suggested high school plan may receive 7 hours credit for courses astericked (*).

First Semester			
INST	1311	Fundamentals of Industrial Process	3
INST	1410	Intro to Instrumentation	4
TMTH	1301	Basic Technical Math I	3
* ELTE	1410	Electronic Circuit Fundamentals	4
ENGL	1301	English Composition I	3
PSYC	1100	Orientation	1
			18
Second Semester			
INST	1321	Instrument Symbols & Diagrams	3
INST	1420	Electronic Instrumentation	4
TMTH	1302	Basic Technical Math II	3
ELTE	1420	Solid State Devices	4
		Social/Behavioral Science	3
			17
Third Semester			
INST	2342	Process Analyzers	3
ENGL	2311	Technical Writing	3
		Natural Science	4
* DATP	1306	Intro to Microcomputer Systems	3
		Elective	3/4
			16/17
Fourth Semester			
INST	2343	Computer Controlled Process Systems	3
INST	2432	Process Control Systems	4
SPCH	1315	Principles of Public Speaking	3
		Humanities/Fine Arts	3
		Elective outside of one's major	3
			16
Total Semester Credit Hours			**67-68**

Associate of Applied Science in Instrumentation: Process Technology
High School

9th	*10th*	*11th*	*12th*
Math	Algebra I or Geometry	Geometry or Algebra II	Algebra II (or higher)
English I	English II	English III	English IV
Science	Science		Physics or Principles of Tech
American History	World History		Gov/Economics
PE/Athletics/Band	PE/Athletics/Band	Elective	Elective/Health
Career Major Courses			
	Production Systems or Technology Systems	Construction Graphics	Manufacturing Graphics
		*Microcomputer Applications (equivalent to DATP 1306)	Elective
Required for Recommended Graduation Plan			
Foreign Language Fine Arts Elective	Foreign Language	Foreign Language World Geography	

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For those not wishing to pursue the recommended graduation plan, these courses may be substituted with electives.

Suggested Electives

Environmental Science
Geology
Computer Science I & II
Manufacturing Systems

Associate of Applied Science in Instrumentation Technology: Process Technologies
Lee College

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Students who followed suggested high school plan may receive 3 hours credit for courses asterisked (*).

First Semester			
INST	1311	Fundamentals of Industrial Process	3
INST	1410	Intro to Instrumentation	4
TMTH	1302	Basic Technical Math II	3
* DATP	1306	Intro to Microcomputer Systems	3
ENGL	1301	English Composition I	3
PSYC	1100	Orientation	1
			17
Second Semester			
INST	1321	Instrument Symbols & Diagrams	3
INST	1420	Electronic Instrumentation	4
INCH	1301	Industrial Chemistry	3
TPHY	1401	Technical Physics for Industrial Processes I	4
		Social/Behavioral Science	3
			17
Third Semester			
INST	2342	Process Analyzers	3
ENGL	2311	Technical Writing	3
		Natural Science	4
TPHY	1402	Technical Physics for Industrial Processes II	4
		Elective	3
			17
Fourth Semester			
INST	2343	Computer Controlled Process Systems	3
INST	2432	Process Control Systems	4
SPCH	1315	Principles of Public Speaking	3
		Humanities/Fine Arts	3
		Elective outside of one's major	3
			16
Total Semester Credit Hours			67

KNOWLEDGE and SKILLS

- Observation Skills
- Recognizing Abuse
- Written and Oral Communication
- Foreign Language
- Knowledge of Current Crime Trends
- Map Reading
- Lifting Skills
- Counseling
- Planning Skills
- 10 Codes
- Lock Picking
- Ability to Operate Specialized Equipment
- Mechanical Skills
- Evidence Gathering
- Handling Hazardous Materials
- Proficiency with Firearms
- Mediation
- Mathematics
- Self Defense
- Knowledge of the State and Local Laws
- Driving Skills
- Organizational Skills
- Computer Literacy
- Typewriting
- First Aid Skills/CPR
- Tactical Skills
- Survival Skills

TOOLS and EQUIPMENT

- Field Glasses
- Weapon (firearm, pistol, knife ,ammunition)
- Notebook
- Baton
- Handcuffs/Restraints
- Chemical Spray
- Flashlight
- Traffic Cones
- First Aide Kit
- Vehicle
- Raincoat
- Video Camera
- 35mm Camera
- Tape Recorder
- Portable Radio
- Siren Gun
- Ticket Book and Pen
- Radar Unit
- Computer
- Flares
- Gas Mask
- Vest
- Air Pack
- Fire Extinguisher
- Uniform
- Tape Measure
- Crime Scene Kit
- Clipboard
- Report Forms
- Dictionary
- Key Map
- Law Enforcement Books
- Template (for accidents)
- Brief Case

PERSONAL CHARACTERISTICS

- Ability to Handle Stress
- Honesty
- Sense of Humor
- Common Sense
- Agility
- Decisiveness
- Detail Oriented
- Flexible
- Good Physical Condition
- Leadership
- Motivation
- Maturity
- Patient
- Pride in Work
- Sympathetic
- Logical
- Self-Motivated
- Independent
- Quality Minded
- Initiative
- Integrity
- Safety Conscious
- Ability to Communicate
- Ability to Defuse Situations
- Adaptability
- Team Oriented
- Willingness to Learn
- Reasoning
- Instructive

TERMINOLOGY AND ACRONYMS

- TCLEOSE-Texas Commission on Law Enforcement Officer Standards and Education
- TCIC-Texas Crime Information Center
- NCIC-National Crime Information Center
- SETIC-South East Texas Crime Information Center
- TLETS-Texas Law Enforcement
- AFIS-Automatic Fingerprint Information System
- JIMS/DIMS-Justice Information Center
- CCP-Criminal Code of Procedure
- PC-Probable Cause or Personal Computer
- BAC-Blood Alcohol Content
- BTR-Breath Test Refusal
- BOLO-Be On Look Out
- FTO-Field Training Officer
- DOA-Dead on Arrival
- DOS-Dead on Scene
- PD-Police Department
- OBS-Organic Brain Syndrome
- PC-Penal Code
- DA-District Attorney
- ME-Medical Examiner
- JP-Justice of the Peace
- DUID-Driving Under the Influence of Drugs
- DWI-Driving While Intoxicated
- TABC-Texas Alcoholic Beverage Commission
- FSRA-Failure to Stop and Render Aid
- FSGI-Failure to Stop and Give Information
- ATF-Alcohol, Tobacco and Firearms
- FBI-Federal Bureau of Investigation
- DPS-Department of Public Safety
- SO-Sheriff's Office
- DMV-Department of Motor Vehicles
- MVI-Motor Vehicle Identification
- HAZ_MAT-Hazardous Materials
- LIDR-License Information Drivers Registration
- TDC-Texas Department of Corrections
- TYC-Texas Youth Council
- CJ-Criminal Justice
- GRITS-Gang Related Incident Tracking System

DACUM Panel of Experts:

- Charles E. Edge -- *Baytown Police Department*
- Hugh P. Bishop -- *Liberty Police Department*
- Asa F. Cole -- *Mont Belvieu Police Department*
- Roger Bailey -- *Deer Park Police Department*
- C. Keith Dougherty -- *Baytown Police Department*
- Mike Edgmon -- *La Porte Police Department*

DACUM Facilitator: Carol Hunger, Business Instructor
DACUM Recorder: Randy Busch, Management Instructor

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COMPETENCY PROFILE OF A PEACE OFFICER

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Sponsored by

Lee College
Baytown, Texas

March 7 - 8, 1994

Produced by
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COMPETENCY PROFILE OF A PEACE OFFICER

A Peace Officer is one who enforces local and state laws, investigates criminal activity, responds, observes, and acts upon the needs of the community, maintains peace and harmony among citizens, and keeps written records of all aspects of his or her job.

	Duties	Tasks/Competencies											
A	Maintain Equipment	Maintain Uniform A1	Service Weapon(s) A2	Service Vehicles A3	Prepare Work Order/Service Request A4								
B	Maintain Training	Maintain and Upgrade TCLEOSE Certifications B1	Obtain In-House Training B2	Obtain In-Service Training B3	Participate in Specialty Training B4	Undertake Continuing Education B5	Document Training B6						
C	Attend Roll Call	Stand Inspection C1	Receive Briefing Information C2	Receive Duty Assignment C3	Prepare Equipment C4								
D	Patrol Jurisdiction	Familiarize Yourself with Jurisdiction D1	Operate Patrol Unit D2	Operate Support Equipment D3	Maintain Visibility D4	Undertake Self-Initiated Activity D5	Identify Violations D6	Pursue Suspect D7	Perform Extra Patrols D8				
E	Answer Calls for Service	Monitor Radio E1	Select Route E2	Prepare Mentally E3	Determine Code Priority E4	Coordinate with Other Officers E5	Evaluate Situation E6	Advise Dispatcher E7	Select Equipment E8	Take Appropriate Action E9	Establish Scene E10	Control Scene E11	Clear Call E12
F	Work Traffic	Enforce Traffic Laws F1	Investigate Accidents F2	Direct Traffic F3	Investigate DUI/DWI F4	Investigate Hit and Run F5	Investigate Fatalities F6						
G	Perform Criminal Investigation	Interview Parties G1	Take Field Notes G2	Take Photographs/Video G3	Sketch Scene G4	Take Fingerprints G5	Gather Evidence G6	Identify Actor G7	Arrest Suspect G8	Interrogate Suspect G9	File Charges G10	Place in Jail G11	Coordinate with Other Agencies G12
H	Write Reports	Determine Required Reports H1	Organize Information H2	Fill Out Forms H3	Communicate Information Chronologically H4	Complete Narrative H5	Review Report H6	Turn In Report H7	Maintain Notes H8				
I	Prepare for Court	Read Docket I1	Pull Case File I2	Review Case File I3	Contact Prosecutor I4	Secure Evidence I5	Testify in Court I6						
J	Provide Community Relations	Address Citizens Concerns J1	Assist Citizens J2	Educate Citizens J3	Support Neighborhood Programs J4	Make Presentations J5	Recognize Citizen Involvement J6	Build Media Relations J7					

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APPENDIX 2

CURRICULUM AND INTERNSHIP INFORMATION

For more information concerning this fun, painless, and motivational workshop, please contact:

Susan Griffith
School-To-Work Coordinator
Lee College
P. O. Box 818
Baytown, Texas 77522-0818
(713) 425-6846
FAX (713) 425-6826

Lillian Walker
Rural Health Occupations
Lee College
P. O. Box 818
Baytown, Texas 77522-0818
(713) 425-6524
FAX (713) 425-6826

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An Affirmative Action/Equal Opportunity Institution

Summer Curriculum Writing Workshops

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(Wouldn't you rather spend a few afternoons with us?)

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***Earn** While You Learn!*

Health Occupations

Purpose: Develop linkages in Health Occupations curriculum between the high schools and Lee College.

Who: One person from each district who meets the TEA requirements to teach the High School Health Occupations class. (ie. nurse). You will work with Lee College teachers during this session.

What: Two, half day workshops to establish a high school curriculum.

When: June 7 & 8
12:00 pm - 4:00 pm

Where: Lee College

How Much: Grant money will pay <u>you</u> $15 per hour for your time and effort.

Biology II or Anatomy and Physiology

Purpose: Develop linkages between the high schools and Lee Colleges' Life Sciences.

Who: One person per high school who teaches Biology II or Anatomy and Physiology.

What: One, half day workshop to establish curriculum between high schools and Lee College.

When: Thursday afternoon, June 9th.

Where: Lee College

How Much: Grant money will pay <u>you</u> $15 per hour for your time and effort.

Algebra I, Biology I and English I - IV

Purpose: Help teachers build real-life applications into existing academic curriculum so that students can succeed in a higher level training career.

Who: Three persons per district, one from each of the following disciplines: Algebra I, Biology I, English I -IV.

What: Training in writing curriculum with applications dealing with real-life. Geared for teachers with little or no curriculum writing experience.

When: June 13-19, afternoons. Day one will include worksite tours.

Where: Day 1: Tours; Day 2 - 5: Lee High School

How Much: Grant money will pay <u>you</u> $15 per hour for your time and effort.

Place Postage Here

Return To:
Lee College
c/o Susan Griffith
Summer Internships
P.O. Box 818
Baytown, TX 77522-0818

56

60 Lee College

For further information, please contact:

Susan Griffith
School-to-Work
Transition Project
425-6846

LEE

COLLEGE

43

SUMMER INTERNSHIPS

for Faculty of 57
Goose Creek Schools
and Lee College

Lee College is providing opportunities for a select group of high school and college instructors to participate in summer internships with local business and industry.

The focus of these internships is to provide teachers with first hand knowledge of the skills their students must learn to become employable. Teachers will then be able to take this knowledge back into the classroom and apply it to their curriculum.

Summer internships will be a win-win-win situation.

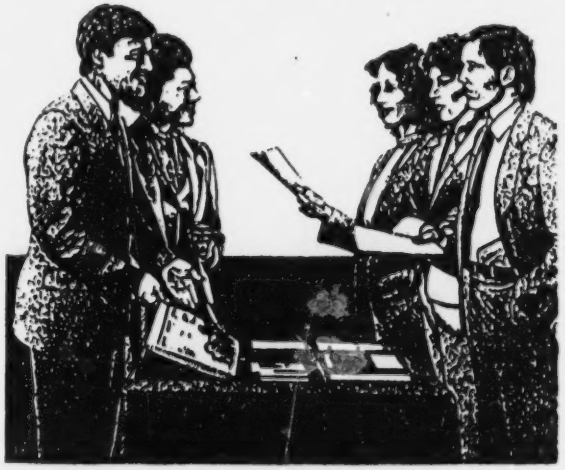
Business wins!
Teachers win!
Students win!

When : June 6 - 30

Where : Local Business/Industry

Cost : None.
Lee College grant funds will pay *you* for this opportunity

Earnings: $15.00 per hour
40 hours per week



Areas of Internship

Police Department
Local Industry
Local Hospitals
NASA

If you are interested, please fill out and return this application before March 31, 1994.

Application

Date:

Name:

School/College: Phone #:

What grade level do you teach?

What subject do you teach?

In what area would you like to do an internship?

Do you have a specific Business/Industry in which you would like to do an internship?

If yes, then which Business/Industry?

Why do you want to participate in a summer internship?

SUMMER INTERNSHIP FINAL REPORT

To be completed by industry contact person

Intern's Name: _____

Internship Site: _____

Industry Contact Person's Name: _____

Address: _____

_____

Phone: _____

The above named intern was on the job as assigned from June 6 through June 30 except as noted below:

_____ _____

_____ _____

_____ _____

_____

Industry Contact Person's Signature Date

_____

Intern's Signature Date

Please return as soon after June 30 as possible to:

Sally Griffith
Lee College
P.O. Box 818
Baytown, Texas 77522
Or FAX to (713) 425-6826

SUMMER INTERNSHIP EVALUATION

To be completed by industry contact person

Was the intern project worthwhile?

What did your company gain from the experience?

What did the intern gain from the experience?

How would you improve the project?

Would you be willing to participate in a similar project next summer?

Please return to:

Sally Griffith, Special Projects Coordinator
Lee College
P. O. Box 818
Baytown, Texas 77522
Or FAX to (713) 425-6826

School-to-Work Internship

Lee College Computer Technology

and

Lyondell Petrochemical Company
Information Services

June 1994

INTRODUCTION

Employment is usually on everyone's mind. While many people are employed, others are unemployed or underemployed because they lack the skills to obtain or retain satisfying employment. Lee College and Goose Creek School District, in a combined effort with industry leaders, have developed summer internships to allow educators to observe and participate in the types of employment activities that our students are likely to encounter. We believe that our educational system must focus on the necessary skills that will help our students to become successful. My internship was with Lyondell Petrochemical Company, an integrated manufacturer and marketer of petrochemicals, that was recently selected as the best company to work for in Houston by the authors of *The 100 Best Companies to Work for in America*. My objective at Lyondell was to obtain the knowledge and skills necessary for computer technology students to be successful in the workplace. Although Lyondell holds an excellent production record and has an impressive management team, both worthy of their own reports, this report will focus on the identified knowledge and skills necessary for computer technology students to become successful in a computer application customer support and training position.

Profile of Lyondell Petrochemical Company

Lyondell Petrochemical Company is an integrated manufacturer and marketer of petrochemicals, with manufacturing facilities in Houston, Channelview, and Bayport, and corporate headquarters in downtown Houston. Lyondell has over 2,250 employees, the majority of whom are based in the Houston area.

Lyondell was ranked 131st in 1993 on the *Fortune 500* and is the seventh largest public company in Houston. Lyondell recently was selected as the best company to work for in Houston by the authors of *The 100 Best Companies to Work for in America*, as well as being one of America's best employers. Lyondell also is the nation's most productive industrial company, according to *Fortune* data, ranking first in sales per employee in 1991, 1990, and 1989.

Lyondell annually contributes thousands of dollars in support of education and community leadership. I was made aware of Lyondell through two of its employees, Ron Fovargue and David Truncale. Both are industry advisors to the Lee College Computer Science/ Data Processing programs. Mr. Truncale is also a former Lee College graduate and resides in Baytown. Mr. Fovargue is actively involved with many educational institutions in various capacities. It was Mr. Fovargue who arranged for my internship with the Lyondell Information Services (I/S) department.

Workstation Services

In order to obtain my objective, I was given the opportunity to participate in the activities of the Workstation Services (WSS) group. This group is made up of the WSS manager, site-based managers, site analyst, and a training coordinator. The WSS group is liaison between the I/S department and Lyondell employees. Its mission is "to provide service and productivity enhancements to the workstation user community, in the support of their creative utilization of the Corporate information and data, tools and assets." All team members rotate responsibilities that range from the Support Center, teaching at the Lyondell (in-house) University, leading/managing projects, and providing at-the-desk support and training. As one might expect, given the range of responsibilities, these WSS team members are highly trained professionals. Eighty percent are currently certified as Microsoft Application Specialists and the remaining twenty percent are in the process of becoming certified. They are trained to efficiently troubleshoot and quickly resolve problems related to desktop applications, enhancing employee productivity by means of knowledge transfer.

Lyondell continuously focuses on "service quality improvement programs." The WSS team has established the concept of "customer focus groups." This program provides each analyst the opportunity to learn a segment of the business on the individual contributor level while supporting the entire organization. The information obtained is used to improve existing services or proactively initiate programs or services to meet the needs of customers (Lyondell employees).

Ideally, all communication between the I/S group and the remainder of the organization is done through the Support Center, staffed by WSS analysts. The nature of the calls placed to the Support Center may be complex technical problems or simply a request to order software documentation. The majority of the calls received by the Support Center are resolved immediately. However, if this is not possible, the analyst dispatches an on-call team member to assist the customer at his or her desk, or perhaps offers one of the other I/S team resources. These resources include Application Development; LAN and Main Frame Operations; Security and Change Control; Network; Lyondell University; and Hardware and Software Requisitions, Maintenance, Repairs, Moves, and Installations. The Support Center analyst's effort involves managing these I/S resources at three facilities and providing support for 1,200 employees/customers.

Upon receiving my assignment, I was prepared to observe the computer knowledge and skills of the WSS analyst. However impressed I was with their technical skills, I was more impressed by their teamwork. The spirit of cooperation within this department is remarkable! I attribute this team spirit to the management team. They assure the goals and objectives of every group are clearly stated and communicated within the department and organization. This allows everyone in the I/S department to work toward the same goals. Virtually all of Lyondell's business is carried out through teams, beginning with the officers and extending to individual work units.

My observation of knowledge and skills necessary for the WSS analyst include interpersonal skills such as teamwork, teaching, serving customers, leading, and working with users of different levels of sophistication. In addition to interpersonal skills and necessary technical knowledge, I observed that the WSS team members have excellent analytical, problem solving, multiple project management, and written and oral communication skills.

Lyondell University

I was also given the opportunity to observe and participate in training at Lyondell University. The training team has developed a resourceful end user training program with state-of-the-art facilities. The team is made up of a coordinator, the WSS team, and other professionals within the organization, in addition to outside vendors. In addition to a core curriculum in Microsoft applications, the curricula is designed to focus on special problems, usually single topics. Handouts are developed by the WSS team and serve as a desk reference. Although I was unable to observe any statistics that would compare correlation between training and support calls, I believe training at the Lyondell University decreases the amount of calls to the Support Center. However, training could result in an increase in the number of calls simply because users are empowered and are experimenting with new applications.

Training is administered using a variety of methods: video instructed and trainer facilitated; one-on-one trainer and student; trainer lecture and demonstration; and performance projects by student. The primary method of training is the video instructed and trainer facilitated. I felt this method worked well to pace the class and present skills. However, I noticed a lack of emphasis on theory and concepts. The facilitator is an essential element in this method of training because the pace of the video is somewhat rapid. I also noticed that some videos were more informative than others which would make a well trained facilitator a necessity. Although traditional evaluations are not conducted, I believe effectiveness can be measured with the self evaluation of the student's productivity before training and projected productivity after training. Customer satisfaction and productivity appear to by very high.

My observations reveal that trainers at the Lyondell University have strong organizational, interpersonal, written and oral communication, and problem solving skills, in addition to being creative thinkers and having the ability to visualize and reason well. The Lyondell Training Coordinator also has the aforementioned qualities in addition to resource management and statistical analysis skills.

LAN Operations

Another area of particular interest to me was the LAN (Local Area Network) Operations (not to be confused with the Networking group). LAN Operations coordinate the information placed on the network to be shared by end users. This group closely monitors the network for efficiency. They work closely with the Networking group who is responsible for designing and building the infrastructure for transporting data within the company. If data becomes "bottle-necked" consistently , these groups must work together to perhaps redesign some aspects of the network system.

The knowledge and skills necessary for a successful LAN Operations Analyst are intimate knowledge of network concepts and theory, in addition to operating system configurations; knowledge of Windows and non-windows based application software, host emulation software, and groupware. Workers must also be analytical and have the basic foundation skills such as communication, decision making, problem solving, and multi-project management.

Network Services/Evaluations Manager

Lyondell takes a proactive approach to the constantly changing needs of its computing system. In addition to overseeing Network Operations, the Network Services/Evaluations Manager is responsible for evaluating currently used products to determine their effectiveness, in addition to evaluating new market products for potential implementation. In essence, Lyondell is constantly evaluating their information processing system so that the best business decision can be made with confidence.

Security

Security provides customer access to data in a timely fashion while protecting company assets. The primary responsibility of the security group is to facilitate and analyze who gets control of the company data. They are not police nor do they police data access. They provide resources to customers so they can do their job in the most expeditious manner, in addition to protecting access to data that is owned by Lyondell. For success in this position, one must have an intimate knowledge of file storage and access, in addition to being analytical and having strong interpersonal skills.

Inventory Control

The Inventory Control analyst is the liaison between the Workstation Services team and Purchasing. All computer related orders are routed through the Inventory Control analyst. This position also maintains the hardware and software inventory, in addition to tracking equipment that is returned to the vendor due to breakage, etc. Therefore, it is essential that this person be proficient in the use of databases.

SUMMARY

Although Lyondell has world-class facilities and processes, it believes it is its highly skilled employees that sets it apart from other companies. Its management style is based on goal alignment, information sharing, and the promotion of its workers through the belief that people want to succeed and they have pride in their work. Lyondell looks to hire employees with quality work ethics and the ability to learn the skills necessary to produce quality work and services.

Based on my observations and information shared by Lyondell employees, I have concluded that there are some common skills necessary for all the I/S workers:

Communication
- Writing
- Speaking
- Listening

Thinking
- Creative Thinking
- Decision Making
- Problem Solving
- Reasoning
- Learning

Organizational
- Multiple project management
- Leadership

Interpersonal
- Teamwork
- Teaching
- Serving Customers
- Leading
- Working with diverse people

Information
- Acquiring
- Interpreting
- Applying
- Evaluating
- Organizing
- Maintaining

Course Proposal

I propose that Lee College develop a Systems Theory course to emulate the Workstation Services group at Lyondell. The class (and teams within the class) would be made up of students with diverse backgrounds such as electronics, accounting, marketing, computer technology, etc. The customer base could be provided by the Small Business Development Center at Lee College or other community industries willing to participate.

The course would begin with consensus building projects and develop into major projects solved by a team. The team would comprise a project manager and analysts with varying backgrounds. The projects would involve written solution proposals in addition to all the identified knowledge and skills of the I/S workers. I believe the value in such a course is immeasurable, as the student would be exposed to the knowledge and skills necessary for him or her to become successful in the work-place.

July 5, 1994

Ms. Sally Griffith
Lee College
P. O. Box 818
Baytown, TX 77522-0818

Dear Ms. Griffith:

Enclosed you will find a short evaluation and a lesson plan that I was asked to do at the end of my internship. I would like to say that my internship at the Baytown Police Department was extremely beneficial to me as a teacher and as a citizen of Baytown. My month at the BPD was very helpful in setting up our Law Enforcement training program for Goose Creek Con. ISD. I now have a better understanding of the Department and how it operates, as well as, what it takes to become a police officer. I think the high school students who choose to take this class will find it very rewarding and exciting.

As an average citizen of Baytown and before my internship at the Baytown Police Department, I did not know of all the many activities the Department sponsors or the future plans they have to help all the youth of Baytown. I was very impressed and have a great deal of respect for the entire Baytown Police Department. They are really trying and succeeding to make a difference in the safety of our community. Thank you for giving me the opportunity to work with the summer internship program.

Sincerely,

Vicki Haberman

Vicki Haberman

Enclosures

pc: Susan Griffith

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INFORMATIONAL LESSON PLAN

SUBJECT: CAREER AWARENESS - POLICE OFFICER (K-9 UNIT)

AIM: The students will become familiar with one special type of police officer (K-9 officer)

TEACHING AIDS: Police officer; K-9 (A.J. or Bart); police car;

MATERIALS: Drawing paper and colors

REFERENCES: Career awareness materials
Information from the Police Department

PREREQUISITE: None

I. PREPARATION OF THE LEARNER - MOTIVATION OR FOCUS

Have students draw a picture illustrating the way they see a police officer. Instruct the students to be sure to draw the uniform, the items the officers carry, drive, and anything else they can think of that goes along with a police officer.

II. PRESENTATION OF THE INFORMATION

Discuss what a police officer does.

Discuss why the police officer does those things.

Discuss that the police are there to help you not harm you.

Discuss how and when to call the police.

Discuss what a police officer wears, carries, drives, etc.

Discuss what K-9 means.

Discuss what the K-9 unit is and how it was started.

Discuss how the K-9 unit works.

Discuss where the dogs are trained and where they live.

III. APPLICATION

Have the students answer oral questions about the lesson.

Describe a police officer.

What does he/she wear, carry, drive, etc.?

What do they do?

Who do they work with?

IV. VERIFICATION OR EVALUATION

Now that we have discussed a police officer and the K-9 Unit, Draw a picture of the Police Officer and the Police dog working together. Be prepared to explain your drawing to the class.

V. SUMMARY

Review:

- Duties of the police officer
- What police officers wear and carry
- What a police officer drives
- How to call a police officer and when
- What K-9 means
- The K-9 unit and how it was started
- How the K-9 unit works
- Where the dogs train and live

LESSON PLAN CREATED TO ENTICE MIDDLE SCHOOL STUDENTS TO ENTER EXXON
by Tina Robinson

Goal: The student will be introduced to a specific 4M Mechanical position with Exxon--Baytown Olefins Plant (BOP), use this example to identify their career goal and evaluate their options.

Lesson Objective: After successful completion of this lesson, the student will be able to:

* identify their individual career goal
*understand the opportunities and requirements for a 4M position at
*BOP
*devise an individualized career plan

Students will be provided with:

*Teacher introduction
*Speaker from Exxon BOP
*An (sample) instructional video provided by BOP
*4M procedures manual

The teacher will provide the following:

1. Students will answer a teacher prepared questionnaire concerning what career plans the students have made for themselves.

2. After completion of the questionnaire, class discussion will be teacher directed with questions and answers specifically directed to employment with BOP.

3. Explanation of prerequisites and additional requirements in becoming a 4M provided by teacher and speaker.

4. Additional questions and answer session with speaker.

5. Demonstration of an instructional video directed by speaker

6. Discuss the possibilities of class visitation at BOP.

7. At the close of the period, students will design a career plan for themselves following samples provided.

CAREER LESSON PLAN

JuDee Hancock
July 14, 1994
Internship

Career Lesson Plan

Lesson Focus

Prewriting for Comparison/Contrast Paragraphs

NOTE: Prior to this lesson, students would have already started a unit on careers. This lesson would be a portion of the entire unit.

Using information from brainstorming and guest speakers, we will prewrite for comparison/contrast paragraphs

Objective

Today, we are going to review what we have discussed about various careers, and then we will add to that knowledge by discussing a career at Exxon.

Eventually, we will prepare a chart and a "word picture" to use as our prewriting sheets for our paragraphs comparing your thoughts about working at Exxon to an Exxon employee's thoughts about working at Exxon.

Purpose

We will do this to review what we have studied about careers and to add to our knowledge about careers at Exxon.

Class Activities

1. Game - Circle of Knowledge (To review career Material)
   a. Explain rules (attached)
   b. Play game - Teacher will select one career that students have studied as topic
   c. Get answers
   d. Announce winner
2. Review information about careers
3. Provide information (teacher)
   a. Ask students the following types of questions:
      - How many of you have driven past Exxon and wondered what goes on there everyday?
      - What do you think they do there?
      - Do you think you would like to work there?

Continued on next page

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Career Lesson Plan (continued)

Class Activities (continued)

Teacher will guide the discussion so that students will include working conditions, pay scale, working environment, etc.

b. List student responses on board (Brainstorming)
c. Venn Diagram
   - Explain concept
   - Label each part (Mine, Both, Exxon)
   - Fill in the first circle labeled Mine with his/her ideas about what it would be like to work at Exxon
   - Go over together
d. Guided Practice as we go over the above information

Note

**Students will take this information that is learned today, along with information from the guest speaker from Exxon, and write a comparison/contrast paragraph about the student's opinion about working at Exxon and the Exxon employee's opinion about working at Exxon.

Conclusion

I will review the career information and the Venn Diagram and how it will be their prewriting for the comparison/contrast paragraph. This lesson will incorporate the following information:

1. Guest Speaker from Exxon to discuss the types of employment available in the field at Baytown Olefins Plant. Students will be allowed to ask questions and verify of invalidate their opinion about working at Exxon.

2. Take that information and list it on the Venn Diagram labeled Exxon.

3. Looking at both sides of the Venn Diagram students will identify any topics that are the same and list them in the section labeled Both and then take them out of the other sections.

4. After teacher modeling the process, students will write a comparison/contrast paragraph discussing working at Exxon.

Career Lesson Plan (continued)

Conclusion
(continued)

5. Students will read their paragraphs to the class, and teacher will evaluate them for a grade.

Rules for Circle of Knowledge Game

Object: To list as much information about a career/careers (to be decided by teacher) that the students have studied.

1. Put into groups by going around room by counting off 1,2,3.
2. Choose recorder by person who have on most colors.
3. Only recorder may have pencil and paper.
4. Recorder does not give answers, only records answers.
5. Everyone MUST give an answer in order. NO PASSES
6. Can help by acting out, but cannot talk to help.
7. Only one answer per turn.
8. At end of time, draw line at end of list.

**Teacher monitors all groups during the game.

9. Teacher picks up all pencils and gives highlighters to mark answers.
10. Each group tells teacher how many answers they listed.
11. Only recorder will tell answers.
12. Go from Team 1 to 3 and then to Team 3 to 1.
13. Once answer is called, use highlighter to scratch it off your list.
14. Can challenge if wrong or duplicated -- do it right then -- get extra point for team.
15. Teacher summarizes and corrects any that students did not "catch". Deduct points for errors.
16. Teacher tallies points and announces the winning team. Prize is decided by teacher.

TEACHER IS FINAL JUDGE!!

SUMMER INTERNSHIP EVALUATION

Was the intern project worthwhile?

Yes, it was extremely worthwhile and interesting.

What will your school/students gain from the experience?

The Law Enforcement students will gain from this experience because I was able to get hands on experience to set up their training for the 94-95 school year.

What did the intern gain from the experience? I obtained a great understanding of how city government works, how our Police Department operates, and what budgetary restraints they encounter. I was able to view all areas of the BPD and set-up appropriate areas for the students to train in.

How would you improve the project?

My experience was great. My supervisors knew why I was there and did anything they could to help me. They understand the program and what it was for.

Would you be willing to participate in a similar project next summer?

Yes.

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CITY OF BAYTOWN

2401 MARKET P.O. BOX 424 BAYTOWN, TX 77522-0424 (713) 422-8281 FAX (713) 420-6586

July 1, 1994

Ms. Sally Griffith
Special Projects Coordinator
Lee College
P.O. Box 818
Baytown, TX 77522

Dear Ms. Griffith:

On behalf of the City, I would like to thank Lee College for providing the City the opportunity to participate with the Summer Internship Program. We feel that the program was very successful primarily based on the high level of professionalism and eagerness demonstrated by the individuals that participated.

If similar funding becomes available in the future, please consider the City as an avenue to be utilized with employee development programs. Again, thank you for your assistance. If you have any questions, please do not hesitate to call me at 713/420-6522.

Sincerely,

ANN A. MALKIE

Attachments

SUMMER INTERNSHIP EVALUATION

To be completed by industry contact person

Was the intern project worthwhile?

Gwen was very helpful and very easily trained for the tasks she was assigned. She answered the incoming phone calls often and, through listening to our clerks conversations with customers, could give correct answers. I am very impressed with her performance.

What did your company gain from the experience?

Gwen was indispensable during the absence of some of our clerks. She gave a differnet perspective on some situations and was able to offer suggestions for improvement.

What did the intern gain from the experience?

Gwen saw a different side of customer relations and some of our problems dealing with different personalities.

How would you improve the project?

Would you be willing to participate in a similar project next summer?

Most definitely.

Please return to:

Sally Griffith, Special Projects Coordinator
Lee College
P. O. Box 818
Baytown, Texas 77522
Or FAX to (713) 425-6826

SUMMER INTERNSHIP EVALUATION
To be completed by industry contact person

Was the intern project worthwhile?

The intern project was very worthwhile for the City of Baytown. We are currently involved in a special project having to do with a state mandate to file a records retention schedule for the entire City of Baytown. The projected date for all departments to have completed their surveys was June 30. We are on schedule due to Gloria's assistance.

What did your company gain from the experience?

The City of Baytown gained the knowledge and expertise needed to coordinate this effort, pull the project together and meet the deadline.

What did the intern gain from the experience?

Gloria tells me that she developed a good working relationship with the various departments of the City and gained a better insight as to how the various City departments function. She has gained more understanding in the area of records management, as well as the day to day activities involved in the City Clerk's office.

How would you improve the project?

The one area where there was a problem involved computer access to the program. This could have been avoided or minimized by closer coordination with Data Processing.

Would you be willing to participate in a similar project next summer?

Yes, if funding is available.

Please return to:

Sally Griffith, Special Projects Coordinator
Lee College
P. O. Box 818
Baytown, Texas 77522
Or FAX to (713) 425-6826

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SUMMER INTERNSHIP EVALUATION
To be completed by industry contact person

Was the intern project worthwhile?

Yes, this could develop into a nice relationship with your school. In fact, we just hired one of Mr. Parker's former students and it is working well.

What did your company gain from the experience?

We learned some different ideas and techniques on meat and sausage processing.

What did the intern gain from the experience?

* Learned the complete process of tumbling & marinating.
* Learned a better way to make Italian sausage.
* Found a different cut of beef to make fajitas from.
* Observed a better process of making hamburger patties.

How would you improve the project?

I did not know about the project ~~contest~~ until it started. I would have liked to have 3-4 weeks notice to develop a more complete schedule to follow. This schedule would involve more of our companies operations (Accts., Shipping/Receiving, Sales, etc.) to better understand our overall business.

Would you be willing to participate in a similar project next summer?

Yes, very much so. Kevin Parker is a fine individual and we welcome him back anytime.

Please return to:

Sally Griffith, Special Projects Coordinator
Lee College
P. O. Box 818
Baytown, Texas 77522
Or FAX to (713) 425-6826

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SUMMER INTERNSHIP EVALUATION

To be completed by industry contact person

Was the intern project worthwhile?

Yes, the project was worthwhile. Larry used his CAD drafting skills to develop a Process Flow Diagram which will be used as the basis for a computer simulator.

What did your company gain from the experience?

The drawing which Larry developed will help us with the development of the computer simulator model.

What did the intern gain from the experience?

Larry was able to experience first-hand how industry uses the skills which he's teaching to students. He also learned a lot about the CAD system.

How would you improve the project?

Arrange for a one hour interview in April or early May between the participant and the Industry Contact Person. Also, it may be worthwhile to provide some opportunity for students to participant on a limited basis.

Would you be willing to participate in a similar project next summer?

Yes — In the drafting area.

Please return to:
Sally Griffith, Special Projects Coordinator
Lee College
P. O. Box 818
Baytown, Texas 77522
Or FAX to (713) 425-6826

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Are there plans to have a Drafting Tech. Prep. program? Probably best to focus

SUMMER INTERNSHIP EVALUATION
To be completed by industry contact person

Was the intern project worthwhile? YES

What did your company gain from the experience?

FEEDBACK ON OUR HIRING PRACTICES, PRESENTATIONS OF OUR SAFETY & QUALITY PROGRAM AND A BETTER UNDERSTANDING OF THE INTERNSHIP PROGRAM OFFERED AT LEE COLLEGE.

What did the intern gain from the experience?

A CLOSE UNDERSTANDING OF THE DAY-TO-DAY SCHEDULES AND DEMANDS OF OUR WORKFORCE. A BETTER UNDERSTANDING OF THE PRESSURES EXPERIENCED BY THE MEMBERS OF OUR WORKFORCE WHO ARE ALSO STUDENTS AT LEE COLLEGE.

How would you improve the project?

MORE NOTICE OF THE PLANNED INTERNSHIP WOULD ENABLE US TO DEVELOP A SCHEDULE WE FEEL WOULD BETTER MEET THE OBJECTIVES OF THE PROGRAM.

Would you be willing to participate in a similar project next summer?

YES

Please return to:
Sally Griffith, Special Projects Coordinator
Lee College
P. O. Box 818
Baytown, Texas 77522
Or FAX to (713) 425-6826

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SUMMER INTERNSHIP EVALUATION

To be completed by industry contact person

Was the intern project worthwhile? Absolutely!

What did your company gain from the experience? Ms. Haberman made us aware of many of the potential pitfalls in initiating this type of program. She has insured a smooth transition between the police department, the school district and the college.

What did the intern gain from the experience? I believe Ms Haberman learned a great deal about the duties of a police officer and operation of a police department.

How would you improve the project? It would be difficult to improve when we are provided an intern the quality of Ms. Haberman. She has been a joy to work with.

Would you be willing to participate in a similar project next summer?

Yes, without a doubt!

Please return to:

Sally Griffith, Special Projects Coordinator
Lee College
P. O. Box 818
Baytown, Texas 77522
Or FAX to (713) 425-6826

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SUMMER INTERNSHIP EVALUATION
for
Cathy Allman

Completed by: Ronald H. Fovargue, Manager, Workstation Service
Lyondell Petrochemical Company
652-7494

Was the intern project worthwhile?

We are pleased to have the opportunity to participate in this project. Cathy's internship has been spent with our Workstation Service group. We have teams at our plants and headquarters location. Cathy has made every effort to take advantage of the various work team experiences we were able to provide. We in turn benefited from the insight, observations and feedback Cathy provided to our Information Service Team.

What did we gain from the experience?

As Cathy spent time with each of us, we had the opportunity to share our daily responsibilities, techniques and skill sets. We found ourselves responding in very clear, specific , and thought out format. This process assisted us in our growth as well as providing Cathy with information. Additionally, Cathy's questions and observations provided excellent feedback to our team.

Our community will benefit when Cathy incorporates her experiences into the curricula she develops. The "real world" work environment is quickly changing from that of (even) two years ago. Cathy has achieved a very accurate understanding of the skill sets we require to remain competitive.

It was our privilege to contribute to this effort. We are very pleased to have Cathy agree (with us) on the need to have these skills included in the educational process.

What did the intern gain from the experience?

Cathy's interaction with us indicates her 'grasp" of the changing work environment and the challenges presented to us . Her assignments included all of our Lyondell locations. She was provided open access to the Lyondell employees (our customers) and the IS Department. Cathy had the opportunity to observe, work and interview with all members of the IS Department.

We are looking forward to the curricula she develops for her students.

How would we improve the project?

We are very comfortable with the current structure. Perhaps we would have a high school instructor team with Cathy. This would provide a consistent view for the educational process at both levels.

Would we be willing to participate in a similar project next summer?

Yes. The opportunity to "join in" with our team as an active member was sized by Cathy. Her commitment to the process made our involvement and effort most enjoyable and worthwhile.

FAX to: 425-6826

Sally Griffith, Special Projects Coordinator, Lee College, Baytown, TX

APPENDIX 3

PROPOSED 1994-95 HIGH SCHOOL PROGRAM

TEACHER REQUIREMENTS
FOR
LAW ENFORCEMENT

All instructors teaching classes in Criminal Justice must be certified as Trade and Industrial Education teachers. Therefore, as a minimum, they must either have a bachelors degree and three years verifiable Criminal Justice employment experience related to the specific course being taught or a high school diploma with at least five years verifiable employment experience related to the specific course being taught. Further, they must meet the standards set forth in the articulation agreement between the school district and the college/university. (Instructional Materials Service, Texas A&M University, Introduction To Criminal Justice Curriculum Guide)

LAW ENFORCEMENT TRAINING TEACHER

JOB DESCRIPTION

Title: Law Enforcement Training Teacher

MAJOR RESPONSIBILITIES

Plans the long and short range objectives for assigned courses.

Develops lesson plans with the appropriate essential elements.

Collects and uses a variety of information to guide the growth and development of individual pupils.

Maximizes amount of time available for instruction.

Demonstrates effective teaching methods and selects appropriate teaching materials using a variety of activities to develop student interest and performance.

Establishes standards for individual pupils in terms of ability levels.

Creates a classroom climate conducive to pupil intellectual, social, emotional and moral development.

Manages pupil behavior and activities to allow for learning.

Communicates effectively with students.

Evaluates and provides feedback on pupil performance continuously by utilizing a variety of sources to ensure mastery of the essential elements.

Teaches for cognitive, affective, and/or psychomotor learning and transfer.

Maintains accurate student accounting records and other reports in compliance with local and state requirements.

Plans for and engages in professional development.

Interacts and communicates effectively with parents and school staff.

Participates in the planning, presentation, and evaluation of various school activities.

SPECIAL ASSIGNMENTS

Maintains annual follow-up records on each student completing the program.

Seeks recommendations, advice, and updated skill methods from advisory committee members by promoting industry/business involvement in the program activities.

ORGANIZATIONAL RELATIONSHIP

Is accountable and responsible to Director of Career and Technology Education.

LAW ENFORCEMENT APPRENTICESHIP AND CRIMINAL JUSTICE STUDIES FOR YOUTH

WHAT IS THE LAW ENFORCEMENT YOUTH APPRENTICESHIP PROGRAM?

- A new way for students to prepare for a career or college
- An opportunity to earn money while you learn
- An innovative program that combines academics with job skill training

HOW DOES THE PROGRAM WORK?

- You work in an apprentice position for the police department, allowing you to gain valuable skills while earning a wage
- Your on-the-job training experience is directly related to your classroom activities and will lead you to a career in Law Enforcement
- At the end of the program you will have achieved:
    1. A high school diploma
    2. An Associates Degree
    3. A Certificate of Completion of Apprenticeship

WHO IS IT FOR?

- Students who have completed the tenth grade may apply for the apprenticeship program
- Students who want to directly apply their education to a career
- Students who want to earn money while learning valuable skills at the same time

HOW CAN YOU BENEFIT FORM THIS PROGRAM?

- You will be gaining valuable skills that will lead to a career in Law Enforcement
- Your wages will increase as your skills develop
- You will have acquired leadership, decision making, communication and technical skills that are necessary in today's high-tech jobs

LAW ENFORCEMENT TECH PREP

- A program designed by Lee College and Goose Creek CISD to prepare you for a career in Law Enforcement
- A program designed to ease the transition from high school, to the community college, to full-time employment or to a four year college or university
- A program that enables you to earn college credit while you are still in school

WHAT IS YOUTH APPRENTICESHIP?

Youth Apprenticeship is a combination of school-based and work-based learning that is used to smooth the transition from school to work for all youth, especially for youth planning to enter the workforce directly after high school. Research has shown that hands-on learning works best for at least 75% of all youth.

Goose Creek CISD and Lee College are offering a youth apprenticeship program in conjunction with the Baytown Police Department. Students that are interested in the program will begin taking classes in the 9th grade that will prepare them for the actual Youth Apprenticeship program that formally starts in the 11th grade. Students in the 11th grade will take a course entitled Introduction to Law Enforcement. This class will be a two hour block. Part of the course will involve classroom activities and lectures and the other part of the course will be an internship with the police department. Senior students will take a course entitled Crime in America. This class will be a three hour block. One hour will be in the classroom and the other two hours will be an actual paid youth apprenticeship with the Baytown Police Department.

Possible jobs that will be offered for internships and apprenticeships include:

Desk officer - dealing with walk-up service.
Community service
Crime Prevention
Jail (some) - learning how the jail works
Communications - Dispatch
I.D. - Processing fingerprints, photography etc.

After graduation from high school, students will continue the program with a summer apprenticeship. They can then continue the program at Lee College by taking classes in Law Enforcement which will lead to an Associates Degree. After receiving their Associates Degree they have the option of going on to Sam Houston State University or to the Police Academy. Students will continue with their apprenticeship the entire time they are going to school. Please be aware that you will not be able to become a Police Officer until after you have gone through the Academy and have been certified. You must also be 21 years of age.

The main focus of this program is that you will get hands on experience along with classroom instruction and you will be earning a wage at the same time. This program is also aimed at a career not just a job.

The police department needs students that have excellent verbal and written communication skills, science skills and math skill. These skills are an absolute must when dealing with crime, homicide, and accident investigations. Reading skill are also very important. It is also helpful if you are bi-lingual. If you meet all the criteria for being a police officer, you might want to consider this program. For more information, please contact Susan Griffith at Lee College. The phone number is 425-6846.

YOUTH APPRENTICESHIP LAW ENFORCEMENT PROGRAM
LOCATED AT LEE COLLEGE - 200 LEE DRIVE - BAYTOWN, TEXAS

Below are the listed stations that have been selected at the police station for the youths attending this course assignment.

BAYTOWN POLICE DEPT - 3200 N MAIN
STATION 1: Captain Richard Reff - Detective Division
2: Malcolm Swinney - - - Communication (Dispatch)
3: Captain M Mihalik - - Patrol Division
A: Supervisor - - - - Desk Officer Station
B: Bright Star - - - - Program at high schools

BAYTOWN POLICE DEPT - McLEMORE SUB-STATION - 3530 W MARKET
STATION 4: Lieutenant Byron Jones - Westside Sub-station

BAYTOWN MUNICIPAL COURT - 3200 N MAIN
STATION 5: Paul Martin - Municipal Court System

HARRIS COUNTY COURT - 701 W BAKER
STATION 6: Judge Tony Polumbo Pct.3 Justice of the Peace

BAYTOWN ANIMAL CONTROL - 1600 W MAIN
STATION 7: Francis McMillan - Animal Control Supervisor

The purpose of these assignments are:

1. Complement the school-to-work effort.
2. Provide students with technical background.
3. Provide the employer with qualified young people.
4. Provide the employer with a reason to invest in skills and training.
5. Create a program that will be appealing, challenging, and worthwhile to students and the employer.

Job Duties:

MEMO

COMMUNITY SERVICE BUREAU

TO: ALL EMPLOYEES

FR: ASS'T CHIEF R.P. MERCHANT

DATE: 2-21-94

SUBJECT: YOUTH APPRENTICESHIP LAW ENFORCEMENT PROGRAM

LEE COLLEGE HAS ENTERED INTO A GRANT PROGRAM IN COOPERATION WITH THE GOOSE CREEK INDEPENDENT SCHOOL DISTRICT. THIS WILL BE AN APPRENTICESHIP LAW ENFORCEMENT PROGRAM. THE FIRST YEAR THEIR COURSE WILL BE INTRODUCTION TO CRIMINAL JUSTICE. THE SECOND YEAR WILL BE CRIME IN AMERICA.

ATTACHED IS A BRIEF OUTLINE OF THIS PROGRAM. THE CHIEF OF POLICE HAS AGREED WITH THE COLLEGE FOR THIS DEPARTMENT TO BECOME INVOLVED AND ASSIST THE COLLEGE WITH THIS PROGRAM.

THE POLICE DEPARTMENT WILL SELECT CERTAIN STATIONS FOR THE YOUTHS TO BE IN TRAINING DURING THE TIME THEY ARE PHYSICALLY ON THE JOB SITE. EXAMPLE, THE DESK OFFICER WILL BE ONE STATION, THE COMMUNICATIONS WILL BE ANOTHER STATION AND SO ON.

BRIEFLY THE PROGRAM WILL WORK IN THIS MANNER. DURING THE FIRST YEAR OF THIS PROGRAM APPROXIMATELY TWENTY (20) STUDENTS WILL BE ENROLLED IN THIS PROGRAM WITH ABOUT 10 FROM EACH HIGH SCHOOL. THE YOUTHS SELECTED WILL BE FROM THE 11TH AND 12TH GRADE. THEY WILL ATTEND CLASSROOM INSTRUCTIONS FOR TWO DAYS PER WEEK AT THE STUART CAREER CENTER. THEY THEN WILL BE ASSIGNED TO DIFFERENT STATIONS AT THE POLICE DEPARTMENT FOR ABOUT 2 HOURS EACH DAY (LESS TRAVEL TIME TO AND FROM SCHOOL) FOR THREE (3) DAYS PER WEEK. AFTER ABOUT SIX (6) WEEKS THE GROUP ASSIGNED TO ONE STATION WITH TRANSFER TO ANOTHER STATION AND SO ON. THE STUDENTS WILL BE LEARNING ON THE JOB BY WATCHING, LISTENING AND ASKING QUESTIONS. BASICALLY THEY WILL BE DOING JOB SHADOWING OR INTERNSHIP.

THE SECOND (2ND) YEAR THE YOUTHS WILL BE CONTINUING THEIR COURSES,AND WILL HAVE CERTAIN STATION ASSIGNMENT, HOWEVER DURING THIS PERIOD OF TIME THE STUDENTS WHO ARE ASSIGNED TO THE POLICE DEPARTMENT WILL RECEIVE MINIMUM WAGES FOR THAT PERIOD OF TIME. THE NUMBER OF STUDENTS ASSIGNED TO THE POLICE DEPARTMENT WILL DEPEND ON

THE AMOUNT OF MONIES AVAILABLE IN THE BUDGET FOR THIS PROJECT.

THE PROGRAM IS EXPECTED TO BEGIN AT THE START OF SCHOOL YEAR, WHICH BEGINS AUGUST 1994.

THE YOUTHS WILL BE IN A LEARNING POSITION AND CAN BE UTILIZED TO ASSIST IN THE ASSIGNMENT THEY'RE WORKING ON AS MAY BE DICTATED BY THE OFFICER OR CIVILIAN EMPLOYEE WHO IS IN CHARGE OF THAT STATION.

EACH PERSON WHO IS RESPONSIBLE FOR THE YOUTHS AT THEIR STATION WILL BE EXPECTED TO OBSERVE AND DOCUMENT THEIR PRESENCE EACH DAY AND BASICALLY EVALUATE THE STUDENT AT HIS/HER STATION AT THE END OF THAT TRAINING PERIOD. THE FORM WILL BE EASY TO COMPLETE AND WILL BE FURNISHED BY THE SCHOOL.

LEE COLLEGE IS PREPARING AN INFORMATION SHEET REGARDING THE NEEDS PERTAINING TO INSTRUCTORS. THIS WILL BE FORTHCOMING IN THE FUTURE EXPLAINING THE NEED FOR OFFICERS TO INSTRUCT SOME OF THESE COURSES AT COLLEGE. THE OFFICERS WHO ACCEPT THIS ASSIGNMENT WILL BE PAID BY THE COLLEGE.

THE PROGRAM WILL PROBABLY BE REFERRED TO AS THE YOUTH LAW ENFORCEMENT APPRENTICESHIP AND CRIMINAL JUSTICE STUDIES PROGRAM.

WE WOULD ASKED EACH OF EACH THAT RECEIVES A COPY OF THIS LETTER TO GIVE SOME THOUGHT TO THE TYPE OF TRAINING THAT THESE STUDENTS COULD RECEIVE FROM YOUR STATION OR AREA OF RESPONSIBILITY AND FURNISH THIS INFORMATION TO ME.

THANKS FOR YOUR ASSISTANCE IN THIS AREA.

C.C. CAPT RICHARD REFF
C.C. MALCOLM SWEENEY
C.C. LT M MIHALIK-MCLEMORE SUB-STATION
C.C. SUPERVISOR-DESK OFFICER
C.C. BRIGHT STAR-PROGRAM AT HIGHS SCHOOLS
C.C. PAUL MARTIN- MUNICIPAL COURT SYSTEM
C.C. JUDGE TONY POLUMBO PCT 3
C.C. FRANCIS MCMILLAN- ANIMAL CONTROL SUPERVISOR

LAW ENFORCEMENT TRAINING

STUDENT APPLICATION

ALL CAREER AND TECHNOLOGY EDUCATION CLASSES ARE OPEN WITHOUT REGARD TO RACE, COLOR, NATIONAL ORIGIN, SEX, OR HANDICAPPING CONDITION

NAME _____ TELEPHONE NUMBER _____

ADDRESS _____ BIRTHDATE _____

CITY _____ STATE _____ ZIP _____ AGE _____ SOCIAL SECURITY # _____

DRIVER'S LICENSE # _____ PRESENT GRADE _____

What high school do you attend? REL _____ RSS _____

Courses you need or plan to take next year: _____

_____

_____

Courses you need or plan to take your Senior year: _____

_____

_____

What are your plans after high school graduation? _____

_____

_____

Previous work experience (if any): _____

_____

_____

Will you be able to provide your own transportation between the High School Campus, Stuart Career Center, and your training station? _____

Are you willing to take a drug test if an employer requires it? _____

Potential candidates for employment in the field of Law Enforcement may be subject to traffic and legal background checks. Are there any such conditions that need explanation? (Example: Felony or misdemeanor convictions, probation, pending trial, etc.): _____

_____

_____ 79

_____

Please list at least three (3) references of people who know you and are not related to you.

1. _____
NAME ADDRESS TELEPHONE # HOW LONG YOU HAVE KNOWN THEM

2. _____
NAME ADDRESS TELEPHONE # HOW LONG YOU HAVE KNOWN THEM

3. _____
NAME ADDRESS TELEPHONE # HOW LONG YOU HAVE KNOWN THEM

Please state in your own handwriting why you would like to be considered for the criminal justice program._____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

NOTE: Students selected for this program may be subject to random drug screen tests.

As a student applying for the apprenticeship program, I understand that part of my training will take place outside of the classroom and that I will also be training with the Baytown Police Department personnel at their facility. Therefore, I agree to follow Goose Creek Consolidated Independent School District's policy and procedures as well as the department in which I am receiving training.

I certify that the statements contained herein are true, complete, and correct to the best of my knowledge. My signature acknowledges that I understand that false, misleading, or any misstatement by me, regarding the information set forth on this application, shall be cause for the termination of consideration for the Criminal Justice Apprenticeship Program.

SIGNATURE OF APPLICANT:_____ DATE:_____

APPENDIX 4

FORMATIVE EVALUATION

Objective I: Identify apprenticeable jobs within local business and industry. Secure commitments from employers to provide apprenticeable opportunities for youth and recent high school graduates.

Activities	Performance Measures	Proposed Timeline	Actual Timeline	Comments
Project staff and advisory committee will publicize project with business community.	Coordinator or advisory committee will make at least 5 presentations with a total of at least 50 managers and CEO's from local [illegible]ss/industry.	7-15-93 to 3-1-94	9-1-93 to 6-30-9	The total number of persons contacted was less that 50. The important thing is not how many, but who you contact. Sometime it is easier to have your contact make the necessary contacts in his/her area of busines
	Coordinator will develop and have printed brochures outlining the program.	7-15-93 to 9-30-93	Not yet completed	Before brochures for the actual program can be designed the program must be completely organized among the participating entities.
	Coordinator will have video made for recruitment of employees.	7-15-93 to 1-31-94		Progrm needs to be completed and in place before a video can be made. Students need to be on the job.
Occupations will be targeted for implementation	Advisory committee will identify list of possible jobs for school-to-work apprenticeship program. List will be reflected in committee minutes on file in coordinator's and Voc/Tech Dean's office.	7-15-93 to 9-30-93	9-18-93	
	Coordinator will meet with employers from listed jobs to determine interest.	9-1-93 to 9-30-93	9-93 to 6-94	This needs to be ongoing. As the word spreads about the project, the more people contact you about participation.
	Committee will select targeted jobs and employers.	10-1-93 to 10-31-93	10-18-93	
	Coordinator will secure committment to participate from employers. Signed apprenticeship agreements will be on file in coordinator's and Dean of Voc/Tech's office.	10-10-93 to 3-31-94	11-93	Expect to make revisions in the agreement to meet employers needs.

Objective II: Conduct professional development for teachers, counselors, and administration to help them become more familiar with the needs of the modern workplace and to enable them to teach the required skills more effectively.

Activities	Performance Measures	Proposed Timeline	Actual Timeline	Comments
Provide one teacher/ teacherinstructor workshop on genteral apprenticeships information.	At least 50 teachers and instructors will attend workship. Participant evaluations will be on file in Coordinator's and Voc/ Tech Dean's office.	8-1-93 to 9-30-93	3-10-94	Goose Creek CISD board policy prohibited teachers from attending workshops during the school day. Substitutes could not be brougt in. This workshop was conducted after school.
Provide two workshops for teachers/instructors on curriculum development (integrating technical and academic, sequence curricula high school through college, using applications within student activities.)	At least 35 teachers/instructors will attend each workshop. Participant evaluations will be on file in coordinator's and Voc/ Tech Dean's office.	8-1-93 to 6-10-94	3-10-94 and 6/13-17/94	This activity involved high school and college instructors. The feedback received was excellent. Everyone involved gained from this activity.
Provide teachers/instructors/ counselors with worksite experience. - plan and implement worksite tours at at least 3 sites	At least 30 teachers/instructors/counselors will participate in worksite tours. Teachers/ instructors will evaluate tours. Participant evaluations will be on file in coordinator's and Voc/Tech Dean's offices.	8-15-93 to 4-15-94	6-13-94	Tours were sponsored by Exxon Refinery, Baytown Police Department and BayCoast Hospital.
- secure summer internship positions for teachers/ instructors.	10 teachers/instructors will work 4 weeks each within business and industry. Teachers and instructors will evaluate experience. Participant evaluations will be on file in coordinator's and Voc/Tech Dean's offices.	3-1-94 to 6-30-94	6-6-94 to 6-30-94	This activity was an excellent way to expose teachers/instructors to the skill needs of business/ industry. This activity needs to be ongoing. All teachers should have this experience at some point in their teaching career.

Objective II: Continued

Activities	Performance Measures	Proposed Timeline	Actual Timeline	Comments
Develop mentoring partnerships between industry and teachers. - establish guidelines and agreements - recruit industry reps - link with teacher in same field	At least 7 mentor relationships will be established. Signed agreements will be on file in coordinator's and Voc/Tech Dean's offices. Teachers will evaluate experience at end of school year. Participant evaluations will be on file in coordinator's and Voc/Tech Dean's offices.	7-15-93 to 6-15-94	To begin school year 1994-95.	The program needs to be outlined, formalized and in place before actual mentor relationships can be realized. It took 11 months for the Law Enforcement program to get started and mentor relationships set-up.

Objective III: Identify the basic academic and technical skills needed for succesful entry into apprenticeships within career fields (grades 9-12). Establish industry skill standards for school-to-work apprenticeships linking them to national and state standards.

Activities	Performance Measures	Proposed Timeline	Actual Timeline	Comments
Identify knowledge and skills needed for each occupation to be developed as apprenticeship at each level - entry to youth apprentice-ship - entry to full apprenticeship - completion of certification	Coordinator will secure knowledge and skill competencies developed previously.	9-15-93 to 4-15-94	Ongoing	This is an excellent activity in which to watch and participate.
	DACUMs will be conducted as needed.	10-1-93 to 4-15-94	3/7-8/94	
	Previously developed knowledge and skill competencies and DACUM charts will be verified by local business and industry. Modifications as appropriate will be made.	10-1-93 to 4-15-94		
	Verified charts and info will be made available to teachers/instructors developing curricula.	10-1-93 to 4-15-94		
Classroom curricula will be developed to meet needs for academics, theoretical, and technical skills.	Teacher/instructors will work with business and industry to develop needed curricula with technical applications.	7-1-93 to 6-30-94	Ongoing	High school and college instructors worked with the Baytown Police Department on curriculum. A curriculum for Introduction to Criminal Justice was purchased from Texas A&M in which both parties will use.
	Coordinator will assure materials are printed and distributed.	8-1-93 to 6-30-94		
Apprenticeship on-the-job skill development program will be developed.	Employers will work with teachers/ instructors to develop sequence of on-the-job skill development coordinator will assure that sequence is printed and distributed.	10-1-93 to 6-30-94	In Progress	

Objective III - Continued

Activities	Performance Measures	Proposed Timeline	Actual Timeline	Comments
Curricula will be used in classroom settings.	Coordinator will assist teachers/instructors in acquiring needed classroom supplies as funding allows. Records of purchases will be on file in coordinator's and Voc/Tech Dean's office.	10-1-93 to 6-30-94	All year	
Curricula will be evaluated and revised as needed.	Teachers/instructors using curricula will provide evaluation of materials at end of each semester and suggest revisions. Coordiantor will see that revisions are done and materials reprinted.	12-1-93 to 6-30-94	Not completed	Classes for program are scheduled to begin 1994-95 school year.
Disseminate curricula within funding and legal restraints.	Curricula will be reproduced and prepared for dissemination.	1-1-94 6-30-94		

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Objective IV: Improve creeer awareness and development of students and their parents so students will consider apprenticeship as a viable educational opportunity. Provide preparatory coursework at the high school level that will equip students to enter the apprenticeship program at the 11th, 12th or 13th grade.

Activities	Performance Measures	Proposed Timeline	Actual Timeline	Comments
Goose Creek staff and project coordinator will develop and implement career awareness activities for elementary, middle school and high school levels.	At least 4 activities for each level will be developed and presented to a minimum of 200 students and 50 parents. Staff will evaluate and modify activities. Evaluations will be on file in coordinator's and Voc/Tech Dean's offices.	8-1-93 to 5-1-94	11-93 to 4-94	Presentations were made to 8th grade students about the Law Enforcement program. Graduation plans and course requirements were also covered. Students seemed very receptive to the program idea.
Craftsmen trained through apprenticeships will make classroom presentations	At least 4 classroom presentations will be make.	9-1-93 to 5-15-94	3-94	Craftsmen from Exxon Refinery made presentations to Goose Creek CISD students.
Goose Creek students will be taught academic subjects with applications.	At least 200 additional GCCISD students will be enrolled in courses using applied methods. These courses will be evaluated in terms of: - student performance - student attendance and retention	8-20-93 to 6-15-94	8-20-93 to 5-94	Applied Algebra and Applied Biology courses are in place.

Objective V: Establish a system for documenting basic skills of students to employers who will use the information for hiring decisions. Develop proceedures to assess and certify the skills of those who complete each stage in the apprenticeship training.

Activities	Performance Measures	Proposed Timeline	Actual Timeline	Comments
Develop authenic assessment tools that will effectively measure a student's academic and technical competencies to enter each level of apprenticeship. - youth - full - certification	Teachers/instructors with cooperation of business/industry will develop authenticassessment tools for each identified competency.	8-1-93 to 5-31-94	1-94 to 6-94	This needs to be ongoing and revised as skill requirements change or are added.
	Assessment tools will be administered to students seeking entry to each level.	9-1-93 to 5-31-94	1994-95 school year	Finding a time when all parties involved can meet is difficult. Two days minimum should be set aside to begin development of assessment tools.
	Teachers/instructors will evaluate and revise assessment tools. Examples of revised assessment will be included in project manual.	10-1-93 to 5-31-94	1994-95 school year	
Develop a system to communicate that assessment to employers.	Teachers/instructors will meet with business and industry reps to establish communication system (folder, portfolio, etc). Project coordinator will see that system is developed, printed and disseminated.	12-1-93 to 5-31-94	1994-95 school year	

Objective VI: Secure validation of the apprenticeship program with the U.S. Department of Labor Bureau of Apprenticeship Training.

Activities	Performance Measures	Proposed Timeline	Actual Timeline	Comments
Tech Prep school-to-work apprenticeship will be sumitted for validation to the Bureau of apprentiship and Training	At least one Tech Prep school-to-work apprenticeship program will be fully validated. All required paperwork will be completed and on file in coordinator's and Voc/Tech Dean's offices.	8-1-93 to 6-30-94	In progress	
	Coordinator will enumerate each step in this process. Information will be included in Project Manual.	2-1-94 to 6-30-94	In progress	

Objective VII: Develop one or more school-to-work apprenticeship programs as a Tech Prep model and obtain approval for each new program or revision from the Tri-Agency (Texas Higher Education Coordinating Board, the Texas Education Agency, and the Texas Department of Commerce).

Activities	Performance Measures	Proposed Timeline	Actual Timeline	Comments
The school-to-work apprenticeship certificate or AAS program with Tech Prep option will be submitted for approval to the tri-agency.	Lee College faculty and staff and GCCISD staff will complete all necessary requirements for program approval/revision.	8-1-93 to 3-31-94	In Progress	Assessment tools and validation are the only things left to do with the Law Enforcement phase of this program.
	Coordinator will compile the application packet.	2-1-94 to 4-15-94	In Progress	The Petro-chemical program is still in the infant sages. Exxon received approval to begin talk of implementing the program late June of 1194. This phase of the program has just begun.
	Lee College Curriculum Committee will approve program/revision.	4-1-94 to 4-20-94	In Progress	
	Tri -Agency will approve program/ revision.	5-1-94 to 7-31-94		

Objective VIII: Compile information from this project -- program design, implementation strategies and results -- into a project manual which will be made available to all Tech Prep Consortia interested in replication of this project.

Activities	Performance Measures	Proposed Timeline	Actual Timeline	Comments
Evaluation All evaluation activities both formative and sumative will be conducted as outlined in Part E: Evaluation Plan.	All evaluation reports, forms, and surveys will be on file in the Project Coordinator's office and included in the project manual.	8-1-93 to 6-30-94	In Progress	See appendicies for actual reports, forms, etc.
Dissemination Project's accomplishments will be shared with other educational entities through: - conference presentations - articles in Tech Prep or work-based learning newsletters.	Project members will make at least 2 state cibferebce presentations about the project.	12-1-93 to 6-30-94	3-29-94 5-94	State Tech-Prep Conference, Austin, TX. Local one-day conference, Houston, TX.
	Coordinator will submit at least 2 newsletter articles for publication. Copies will be included in project manual.	1-1-94 to 5-31-94		This will be completed after the program has started in the school district.
Project manual will be assembled as a "how-to" manual to encourage replication.	Project manual will be compiled and made available to other Tech Prep consortium.	8-1-94 to 6-30-94	In Progress	

Funded through the Carl D Perkins Grant
Lee College does not discriminate on the basis of sex, handicap, race, color, age, religion or national origin